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ABSTRACT

The 1988 Higher Education Reorganization Act established an accountability process for public colleges and universities in Maryland. The law requires the governing boards of these institutions to submit annual performance accountability reports to the Maryland Higher Education Commission. In 1996, the Commission approved a new accountability system for public higher education that measures campus performance on a series of key indicators that respond to concerns often expressed by lawmakers. These indicators can be grouped into categories of quality, effectiveness, access, diversity, and efficiency/allocation of resources. For each indicator, the public campuses developed benchmarks or goals to measure their performance. This document, in two volumes, contains the fifth report delivered to the Commission under the current system. Volume I contains: (1) an overview of the history and major features of the accountability process; (2) trend analyses of how well education is serving the needs of Maryland and how well the state is funding its campuses; (3) an examination of cost containment activities at public campuses; (4) the assessment and recommendations of the Commission regarding the outcome of the year's accountability effort; and (5) one-page profiles for each of the 29 public colleges or universities containing a short campus profile and data and benchmarks on key indicators. (SLD)

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MARYLAND HIGHER EDUCATION COMMISSION

2000 Performance Accountability Report
Maryland Public Colleges and Universities

VOLUME 1

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Secretary of Higher Education

TABLE OF CONTENTS

Executive Summary....................p. 1

An Overview of the Accountability Process....................p. 7

Statewide Analysis....................p. 13

Cost Containment Activities....................p. 27

Assessment and Recommendations....................p. 39

Targeted Indicators and Campus Response: Community Colleges....................p. 59

Targeted Indicators and Campus Response: Four-Year Institutions....................p. 85

One-Page Profiles: Maryland Public Colleges and Universities....................p. 105

EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

The 1988 Higher Education Reorganization Act established an accountability process for public colleges and universities in Maryland. The law requires the governing boards of these institutions to submit annual performance accountability reports to the Maryland Higher Education Commission. The Commission, in turn, must review these reports and present them with its recommendations to the Governor and the General Assembly.

In 1996, the Commission approved a new accountability system for public higher education which measures campus performance on a series of key indicators that respond to concerns often expressed by lawmakers. These indicators can be grouped in five categories:

- *Quality* - how campuses can show whether they are doing a good job.
- *Effectiveness* - how campuses can demonstrate whether students are progressing and performing well.
- *Access* - how campuses can show whether they are accessible and are meeting the needs of students in all regions.
- *Diversity* - how campuses can evaluate whether students, faculty, and staff reflect Maryland's gender and racial make-up.
- *Efficiency/allocation of resources* - how campuses can determine how productively funds and facilities are being used.

For each indicator, the public campuses were required to develop benchmarks or goals to measure their performance. These benchmarks were prepared through a "bottom up" process, meaning that each institution had responsibility for identifying its own set of goals.

As part of each board-approved institutional performance accountability report submitted to the Commission in July, the public campuses supplied four years of trend data for each indicator and discussed the progress they have made toward the achievement of their benchmarks, including providing responses to questions raised by the Commission staff. Maryland's state-supported independent institutions are not covered by the accountability law but have submitted periodic reports voluntarily.

The Commission staff reviewed the institutional performance accountability reports submitted by each public college and university and prepared a consolidated report. This document represents the fifth report presented to the Commission under the current system. The report appears in two volumes:

Volume 1

- an overview of the history and major features of the accountability process.
- trend analyses of how well higher education is serving the needs of Maryland and how well the State is funding its public colleges and universities.
- an examination of cost containment activities at the public campuses.
- the assessment and recommendations of the Commission regarding the outcome of the year's accountability effort by the public campuses.
- one-page profiles for each public college and university containing a short campus profile and data and benchmarks on key indicators.

Volume 2

- a short description prepared by each public institution and unedited by the Commission staff on its progress toward meeting its benchmarks for the various indicators.
- a complete set of trend data and benchmarks for each of the indicators for each public college and university.
- a listing of each indicator, along with the source and an operational definition.
- guidelines for benchmarking the indicators.
- the formats for the institutional performance accountability reports of the public campuses.

In their institutional performance accountability reports, the campuses also must discuss issues related to funding and must provide descriptions of certain types of initiatives. This information is used by the Commission staff in reviewing the budget proposals of the campuses.

Under the accountability process, the governing boards have responsibility for continuing to monitor student learning outcomes and minority achievement. However, the Commission will receive reports every three years from the public campuses regarding progress in these areas. The Commission received a status report on minority achievement in October 1999 and one on student learning outcomes in October 1998.

Commission Assessment of the Institutional Performance Accountability Reports

Campuses were expected to achieve their benchmarks by fall 2001 or FY 2002 or the equivalent cohort year. Next year's accountability report will contain a mostly different set of indictors both the community colleges and the public four-year institutions. Hence, this document wraps up the current process by identifying the percentage of measures for which each institution has achieved or nearly achieved its benchmark. The Commission continues to make specific assessments about the performance of each campus on various indicators and asked the institutions to address the reasons for lack of progress. The campuses gave thorough and often detailed explanations.

Following are the major conclusions which the Commission staff has drawn from the reports:

All of the accountability reports submitted by the community colleges and public four-year institutions were exemplary. This was the best set of reports that the Commission has received since the current process was adopted in 1996.

All public campuses prepared a complete report and described steps they are taking or planning to achieve their goals. The community college reports were particularly well done.

The community colleges and public four-year institutions demonstrated that they have already achieved or have made strong progress toward the achievement of their benchmarks on most indicators

The community colleges have attained or are within 10 percent of attaining their benchmarks on more than three-fourths (78 percent) of the performance measures. The two-year institutions did the best on the indicators related to quality, access, effectiveness and efficiency, but less well on the measures associated with diversity. The public four-year campuses have reached or almost reached their goals on nearly three-fourths (74 percent) of the indicators. These institutions performed best on the measures related to effectiveness, access and diversity and less well on efficiency. The four-year campuses achieved or nearly achieved just more than half of their goals on the quality indicator, but this reflected items which compared faculty salaries to those in peer institutions.

All of the public colleges and universities addressed and provided satisfactory, and often excellent, explanations to all of the questions raised by the Commission staff regarding lack of progress toward their benchmarks on certain indicators. Many institutions have developed and implemented plans of action to improve their performance.

The Commission has asked that the accountability report include "campus-level assessments...that will identify the progress, or lack of progress, that specific public colleges and universities are making toward the achievement of their benchmarks." The Commission staff identified 65 indicators at the community colleges and 55 at the public four-year institutions. Although explanations were optional for those indicators that were flagged last year, all institutions addressed the measures whether required or not. The most frequently targeted indicators for the community colleges related to racial diversity in faculty and executive staff employment and transfer/graduation rates, particularly for minorities. The indicators which were flagged most often for the public four-year institutions were faculty workload, graduation rates, and fundraising from private sources.

Reporting on cost containment and internal reallocation activities was comprehensive and detailed at most institutions.

Because of interest in cost containment activities, a summary of the campus' efforts was included in the Commission's report. Nearly every public institution provided detailed descriptions and specific dollar amounts showing how they have reduced waste, improved the overall efficiency of their operations and achieved cost savings. Cost containment ventures, as reported by Maryland public campuses, saved $49.2 million in FY 2000.

Recommendations to the Governor and General Assembly

The accountability report, with specific performance indicators and measurable benchmarks, will provide the Governor and the General Assembly with a sense of the progress that Maryland's public campuses have made toward achieving their self-established goals. The Commission recommends the following actions for this year:

The appropriate committees or subcommittees of the General Assembly should hold hearings on the 2000 performance accountability report and identify the areas of performance that are of greatest concern to legislators.

The insights of legislators about the aspects of accountability that are in most need of attention by Maryland public higher education would be of great value in directing the resources and energies of the State's colleges and universities. This is the reason that the General Assembly established a performance accountability process.

The Governor should include, and the General Assembly should approve, strategic incentive funds in the FY 2002 budget that the Maryland Higher Education Commission would distribute to public colleges and universities in the State.

S.B. 682 gave the Commission the authority to distribute strategic incentive funds directly to colleges and universities to encourage the attainment of goals and priorities set forth in the state plan. Having a pool of funds for this purpose would give the state plan the "teeth" desired by many legislators.

AN OVERVIEW OF THE ACCOUNTABILITY PROCESS

INTRODUCTION

HISTORY AND OVERVIEW OF THE ACCOUNTABILITY PROCESS

The 1988 Higher Education Reorganization Act established an accountability process for public colleges and universities in Maryland. The law, §11-304 through §11-308 of the Annotated Code, requires the governing boards of these institutions to submit to the Maryland Higher Education Commission a performance accountability plan and annual reports on the attainment of the goals in this plan. The Commission has responsibility for approving the plans as well as for reviewing the reports and presenting them, with its recommendations, to the governor and the General Assembly. Maryland's state-supported independent institutions are not covered by the accountability law but have submitted periodic reports to the Commission on a voluntary basis. One of the objectives in *Maryland State Plan for Postsecondary Education 2000* is to "embrace a comprehensive system of accountability that recognizes the needs of all stakeholders while respecting the finite nature of public resources and the fiscal constraints of students and families."

Prior to 1996, Maryland public colleges and universities were required to submit the following to the Commission:

- A student learning outcomes assessment plan and annual reports to measure whether student performance goals were being achieved.

- Annual comprehensive financial plans, which were intended to demonstrate how productively and effectively each institution was using state-provided resources.

- Annual minority achievement reports, which supplied information about each institution's progress in the recruitment and retention of minority students, faculty and professional staff.

The Commission also has prepared other reports related to performance accountability, including a biennial program productivity report, which identifies academic programs in which few students are earning degrees.

Separate reporting on the different facets of accountability was necessary in the beginning so that critical issues could be identified. However, this approach had certain limitations:

- The reports did not provide the Governor and the General Assembly with clear measures to judge whether or not higher education institutions were being accountable. With the exception of the minority achievement reports, there were no benchmarks to evaluate institutional progress.
- The reports consumed a great deal of institutional time and resources and were sometimes duplicative.
- The reports did not link budget, accountability and planning.

- The approach focused on process (what has been done) rather than on outcomes (what has been accomplished).

As a result, a new performance accountability system for public higher education that included specific indicators and benchmarks was adopted by the Commission in 1996. Four performance accountability reports have subsequently been accepted by the Commission using this approach and forwarded to the Governor and the General Assembly.

Major Features of Maryland's Performance Accountability Process

1. **A single report containing performance measures.** The three required reports (student learning outcomes, financial plans, and minority achievement) were replaced by a single institutional performance accountability report. The heart of this report is a series of key indicators that measure institutional accountability in five areas that respond to concerns commonly expressed by legislators:

a) *quality* - how we can show whether we are doing a good job.

b) *effectiveness* - how we can demonstrate whether our students are progressing and performing well.

c) *access* - how we can show whether our institutions and programs are accessible and are meeting the needs of students in all regions of the state.

d) *diversity* - how we can evaluate whether our students, faculty and staff reflect Maryland's gender and racial composition.

e) *efficiency/allocation of resources* - how we can determine how productively funds and facilities are being used.

There are separate sets of indicators for Maryland's community colleges, comprehensive/liberal arts institutions, and research universities. However, University of Maryland Baltimore and University of Maryland University College have their own set of measures, reflecting the special missions of these campuses.

2. **A set of benchmarks, developed through a "bottom up" approach, to measure campus progress on the accountability indicators.** "Benchmark" refers to the multi-year goal for each indicator that the institution sets for itself. The goal must be achievable, indicative of progress, based on the performance of similar institutions where possible, and reflective of funding. Although each institution prepared its own benchmarks, campuses were encouraged to collaborate with those with similar missions. All benchmarks have been approved by their institution's governing board.

3. The submission by each public campus of an institutional performance accountability report to the Commission. This year's reports include a summary of the institutional mission statement, four years of trend data and benchmarks for each indicator, an assessment of the institution's progress on the indicators including responses to questions raised by the Commission staff, a discussion of significant trends affecting the campus, and funding issues including the significant cost containment actions adopted by the institutions and initiatives in the FY 2002 budget.

4. The preparation of a consolidated accountability report for the General Assembly and the Governor. This document represents the fifth accountability report submitted to the Commission under the system adopted in 1996. Volume I presents an overview of the accountability process, trend analyses of how well higher education as a system is serving the needs of Maryland and how well the State is funding its colleges and universities, an examination of cost containment activities at the campuses, the assessment and recommendations of the Commission, and one-page profiles containing data and benchmarks on key indicators. Volume 2 is a series of appendices, containing a short description prepared by each institution on its progress on the performance indicators and unedited by the Commission staff, a complete set of trend data and benchmarks for each indicator, a listing of each indicator along with the source and an operational definition, guidelines for benchmarking the indicators, and the formats for the institutional performance accountability reports of the community colleges and four-year institutions.

5. An annual review of the accountability process. The Commission has directed that an annual workgroup representing the public higher education sectors and the Departments of Legislative Services and Budget and Management be convened to examine all facets of the accountability process. There will be major changes in the 2001 accountability process as a result of this review. For the four-year institutions, the Commission's report will be merged with the Managing for Results process of the Department of Budget and Management. The MFR framework, with individualized goals, objectives and measures, will be used in the revised report in the place of the mostly standardized indicators that are in the current document. This was desired by the campuses. The community colleges also will have a mostly new set of indicators that are "mission/mandate driven." These new measures, which were developed by the two-year institutions, will continue to be consistent across all community colleges.

6. The continued monitoring of student learning outcomes and minority achievement activities by the governing boards. In approving the new accountability process, the Commission retained the option of seeking periodic reports on these topics. The Commission will receive reports every three years from the governing boards of the public campuses regarding progress in these areas. Progress reports on the status of undergraduate student learning outcomes and minority achievement were accepted by the Commission in 1998 and 1999 respectively. In addition, the Commission will continue to publish program productivity reports.

STATEWIDE ANALYSIS

HOW WELL IS PUBLIC HIGHER EDUCATION SERVING THE NEEDS OF MARYLAND?

Higher education provides substantial benefits to both individual Marylanders and to the state as a whole. For citizens, participation in higher education opens the door to more attractive job prospects, higher earnings, and greater flexibility in adjusting to changing labor market conditions. It also enhances participants' social, cultural, and cognitive development. Higher education contributes to the well-being of the state by supplying a well-trained and talented workforce that has the skills to compete in the emerging new economy; it provides a core of residents who are able to make informed decisions and take part in civic affairs. Statistics from the Maryland Office of Labor Market Analysis suggest that nearly one-third of all job openings in the State through 2005 will require a two- or four-year college degree.

In exchange for its contributions, public higher education receives substantial resources from the state. Retaining and increasing governmental support must be earned. At a time characterized by increasing competition among a variety of sectors for limited tax dollars, higher education must continually show that it is able to provide high quality services to a large and diverse population in an economical manner. **The cornerstone of accountability is linking the outcomes of public higher education to the needs of Maryland citizens.** These are the specific challenges to public higher education in demonstrating accountability:

- achieving *quality* by providing the best possible educational programs and services and by demanding the maintenance of high academic standards.
- proving that colleges and universities are *effective* in ensuring that students are successful and are contributing to the State's economic and social well-being.
- promoting *access* by making educational programs and resources available to all Maryland residents and organizations who can benefit from them.
- enhancing *diversity* by maintaining progress toward equal educational opportunity and promoting the recruitment and retention of minority students, faculty and staff.
- achieving higher education's goals in an *efficient* manner through careful allocation of resources, productivity initiatives, cost-effectiveness techniques, and streamlining of administrative operations.

These factors also apply to the independent colleges and universities as well as to private career schools, and these institutions make important contributions to Maryland postsecondary education. However, since the accountability legislation applies just to the public colleges and universities in the State, consideration of the role and contributions of these other institutions are beyond the scope of this report.

Extent of the Enterprise

Maryland public higher education consists of three research universities with graduate and professional programs through the doctorate, nine comprehensive campuses with teaching as their primary mission, one "state-related" liberal arts institution, and 16 open-admissions community colleges.

These institutions enrolled more than 220,000 students in 1999. This constituted 82 percent of all students attending a Maryland college or university, and it represented 11 percent of all state residents between the ages of 18 and 44. Of the students enrolled at a Maryland public campus, 83 percent are state residents. New full-time freshmen at public institutions have risen by 19 percent during the past 10 years and are at a record high, even though the number of Maryland high school graduates has been flat during this period. Total enrollments at Maryland public institutions are projected to rise by approximately 38,000 by the year 2009.

The state's public colleges and universities, their off-campus sites, and regional centers have educational programs in every county and Baltimore City. The campuses offer about 1,000 undergraduate and graduate programs. In 1998-1999, the community colleges awarded approximately 8,700 associate degrees and certificates, and the public four-year institutions awarded about 16,400 baccalaureates, 5,600 master's degrees, and 1,600 doctoral and professional degrees.

As a consequence of these endeavors, Maryland is a highly educated state. Of all state residents, 27 percent have earned a baccalaureate and 11 percent have attained a graduate or professional degree. In comparison, just 20 percent of Americans nationally have a bachelor's degree and only 7 percent have a graduate or professional degree.

Achieving Quality

Maryland public institutions enjoy a strong reputation. The campuses of the University System of Maryland, as well as Morgan State University and St. Mary's College of Maryland, are committed to maintaining overall excellence in education as well as achieving national recognition in special areas of excellence. Although community colleges are not nationally rated, Maryland's two-year institutions have received favorable reviews from national experts. The institutional assessments provided by each college or university as part of its performance accountability report offered numerous illustrations of the commitment to high quality education by Maryland's public campuses. Some examples:

- **Baltimore City Community College** has implemented a new plan to reduce the advisor-to-student ratio and enhance the frequency and quality of contact in the advisement process. A computerized Goal Achievement Plan will be introduced this fall to help ensure that no student registers for courses without seeing an advisor.
- **Frederick Community College** has initiated a Hi Tech Career Academy which prepares students for employment in information technology fields.
- **Bowie State University** was ranked 10th by *Black Issues in Higher Education* in the number of African-Americans who earned a master's degree.
- **University of Maryland, Baltimore** experienced distinction in the ranking of several programs. *U.S. News & World Report* ranked its nursing, pharmacy and several law programs in the top 10. The School of Medicine ranked ninth among public medical schools in total research funding.
- **University of Maryland, College Park** improved its ranking in the *U.S. News* survey, jumping to 22nd of the top 50 public universities. A sizable portion of the freshman class was admitted to its Honors Program and the highly selective College Park Scholars.

The graduates of Maryland public campuses have repeatedly confirmed their satisfaction with the quality of their educational experience. Follow-up surveys at both the community colleges and public four-year institutions have found that large majorities of graduates rated their institution as good or excellent in the manner in which it had prepared them for advanced education or for the job market.

Maryland's public four-year campuses also have made a concerted effort to raise admissions standards. The average combined SAT scores of new students have consistently exceeded the scores of all Maryland high school seniors and those nationally. Academically-talented students are attracted to more selective institutions. Several Maryland public campuses have increased their average SAT scores, and this may help to explain why more of the State's high ability students are selecting these institutions than in the past. Thirty percent of Maryland high ability students chose to enroll at one of the State's public campuses in 1999. Drawing the largest number by far was UMCP, followed by St. Mary's and UMBC.

Maryland's community colleges have worked to increase the academic preparation of entering students by devoting an average of more than 4 percent of their budgets to remedial education. Studies conducted at the two-year institutions have generally found that students who complete successfully a remedial course perform academically at about the same rate as do other students. In addition, public higher education in Maryland is working with its counterparts in K-12 through the Partnership for Teaching and Learning to improve the academic preparation of students for college. Some examples:

- **Anne Arundel Community College** established new initiatives with the public schools including a career development curriculum for gifted and talented students.
- **Montgomery College** extended to seven high schools its project to test the academic skills of 10th grade students and improve their preparation for college-level work. The college also developed a partnership with the public schools to address the critical need for information technology teachers in middle and high schools.
- **Coppin State College** has experienced success in its management of a local elementary school, which was undertaken for five years as an outreach effort. Student scores on the California Test of Basic Skills rose substantially this year. The greatest improvements occurred in the lower grades, where the scores of first graders in math and reading increased sharply.

Reports submitted by the public two- and four-year campuses have demonstrated that all are using the results of assessment activities to improve teaching and learning and the quality of academic programs and services.

- **Howard Community College** received the prestigious Bellwether Award for its assessment procedures and their results.
- **Prince George's Community College** instituted the R3 Academy, which is geared to enhancing the thinking skills and competencies of at-risk students, as a result of assessment outcomes.
- **St. Mary's College of Maryland** revised its honors curriculum as a consequence of assessment efforts. The St. Mary's Project is intended to enhance academic skills and engender responsibility and personal growth among students.
- **University of Maryland, Eastern Shore** established the General Education Assessment Project, which identifies desired student outcomes for general education and an assessment mechanism for these outcomes.

There is a commitment to building faculty excellence at Maryland public four-year institutions. More than 90 percent of the full-time faculty at these institutions hold a terminal degree, and it is the goal of these campuses to bring the average salaries of their faculty up to at least 85 percent of those of their peers.

Pursuing Effectiveness

The success rates of graduates from Maryland public colleges and universities has steadily climbed. The second year retention rate of students at four-year campuses has increased from 71 percent to 82 percent since 1977. The six-year graduation rate has risen from 47 percent to 55 percent. The percentage of new full-time freshmen who graduate from a Maryland four-year institution within six years is near the top among those states that compute graduation statistics in a similar manner. Nearly half of all community college transfer students earn a bachelor's degree within four years of transferring.

One-third of Maryland community college students earned an associate degree or certificate and/or transferred to a public four-year campus within four years--an impressive figure considering that many two-year students have alternative goals.

Graduates from Maryland public institutions have fared well in their pursuit of advanced education and employment, and most remain in the state after earning their degrees. The unemployment rate of graduates from both two- and four-year campuses has consistently trailed the national average and, usually, the state average. Just 3.6 percent of the 1997 graduates from public four-year campuses and 3.9 percent of the 1998 graduates from community colleges were unemployed. The percentage of graduates from public four-year campuses who have enrolled for an advanced degree has increased from 21 percent to 29 percent since 1989. Graduates have been successful in their performance on licensing and certification examinations. A substantial majority (86 percent) of the fully-employed community college graduates and 65 percent of those from public four-year institutions were working in Maryland. In addition, graduates from both the two- and four-year campuses tended to work and live in the region of the state where they attended college.

Maryland's public institutions also make a sizable contribution to the economic, social, cultural and political life of the State. Their diverse educational, research, and service programs affect Maryland's economy through both direct and indirect expenditures and by providing employment opportunities. Many companies attribute their decision to locate in Maryland to the quality of its higher education institutions. A recent study by the Jacob France Center found that the University System of Maryland generates $5.6 billion in annual economic activity and $816 million in annual tax revenues as a results of the earnings of USM graduates, dollars the System brings into the state, and research contracts and grants. The study reported that, for each dollar invested in the System, the State received $1.74 in tax revenues. Community colleges also provide economic strength and stability to their regions through Advanced Technology Centers, partnerships with regional business and industry, and customized job training courses and programs for employers. Examples:

- **Anne Arundel Community College** expanded its training partnership with Northrup Grumman and local government to establish a curriculum offered for the first time at a two-year institution in Maryland.
- **Baltimore City Community College** has added several new customized training programs including surgical technology, call center training, and pharmacy technology.
- **Hagerstown Community College** is involved with more than 50 local businesses and manufacturers. It is a training partner with the Washington County Chamber of Commerce and hosts sessions ranging from financial literacy to new software products.

- **Wor-Wic Community College** works closely with the Lower Shore Private Industry Council to provide space and courses for displaced workers and Welfare-to-Work customers.

USM has established a goal to increase by 20 percent its revenues from activities such as technology transfers and sponsored research programs. UMCP posted $203 million in grants and contracts in FY 1999. UMB faculty obtained more than $165 million in extramural contract and grant awards in FY 1999, a 13 percent increase over the previous year. At UMBC, grants and contracts have grown dramatically during the past few years and recently culminated in a $75 million cooperative grant with NASA.

Promoting Access

A 1996 study by the Maryland Higher Education Commission of the degree of access which residents of the different regions of Maryland have to higher education facilities and programs found notable variations. On the basis of factors such as the number of postsecondary institutions in each region, the academic programs offered, and the number of students served, Maryland's jurisdictions can be categorized as follows: 1) those with highest amount of access: Prince George's County, Baltimore City, and Baltimore County; 2) those with a moderate amount of access: Montgomery County, Western Maryland, Anne Arundel County, Lower Shore, and Mid Maryland; and 3) those with the lowest amount of access: Southern Maryland, Frederick County, Susquehanna, and Upper Shore.

Maryland has taken two major steps to increase access to areas of the state that are less well served. First, the state has established regional higher education centers which provide a shared facility where colleges and universities in various regions can offer courses and programs. Prominent examples are the Higher Education and Applied Technology (HEAT) Center in the Susquehanna region, the Southern Maryland Higher Education Center, the Hagerstown Center of Frostburg State University, and the Shady Grove facilities in Montgomery County. In addition, the campuses on the Eastern Shore have submitted a proposal to establish a higher education center in their region, and funding will be recommended in the FY 2002 budget for capital and start-up operating monies.

Second, the development of information technologies, particularly distance learning, raises the hope that all Maryland citizens will eventually have access electronically to the education they want at any time and in any place. Maryland's public campuses, particularly the community colleges, have increasingly turned to the use of technology, and notably distance learning delivery systems, to offer coursework. The Maryland Applied Information Technology Initiative of seven universities, six of them in the public sector, is committed to doubling the number of graduates in this field. During the past year, this program was extended to include community colleges in order to increase the number of associate degree graduates in technology fields.

Enrollment in this area has been growing dramatically. Colleges and universities in the State are investing serious funding to promote these services. For example, University of Baltimore has placed its Masters of Business Administration program entirely on line, and additional web-based degree and certificate programs are planned for the future. Increasing numbers of courses at UMUC are being offered on-line, and the institution has created a private company, UMUCOnline, to market classes through distance learning technologies.

In addition, faculty are striving to keep pace with technology, to integrate distance learning and multi-media presentations into their teaching, and to apply new techniques to the analysis of student learning. The shift from classroom-based instruction requires training for faculty, students and staff, and many campuses are providing resources for this endeavor. For example, the Center for Instructional Advancement and Technology at Towson has become a national model for the professional development of faculty in this area.

A 1998 Commission survey found that Maryland colleges and universities offered 1,245 credit courses by distance learning to nearly 30,000 students. Ten campuses offered 17 degree programs either primarily or entirely by distance education. Most of these courses were directed to undergraduates, and the public institutions provided an overwhelming majority of them. The State's goals are the connection of all public secondary schools, colleges and universities in one interactive voice, video and data network; expansion of technology capabilities at all institutions; and technology literacy among graduates and faculty.

Access to public postsecondary education in Maryland also has been advanced by the reform of general education requirements. This has improved the chances for a smooth transfer of course credits from community colleges to senior institutions. The use of ARTSYS, a computerized data information system which allows students and advisors at participating institutions to determine the transferability status of any community college course, has enhanced articulation. This is important since a majority of the undergraduates at Maryland public four-year campuses transfer from a community college.

Enhancing Diversity

All public two- and four-year institutions have engaged in a number of activities to improve and enhance minority enrollment and faculty and staff representation. The most widely used approach by the community colleges is to have their minority enrollment reflect the percentage of the minority population in the college's service area. The community colleges aim to achieve their graduation and transfer goals by increasing the rates of minorities to those of all students. The four-year institutions use their mission as a point of departure for establishing enrollment goals. As with community colleges, the four-year campuses seek parity between minority retention and graduation rates and those for all students. These are examples of campus actions mentioned in the institutional assessments:

- **Cecil Community College** targets minority students at the middle school level through "Grow Your Own" and "Each One Reach One Teach One" programs designed to develop student familiarity and comfort with the campus.
- **Frederick Community College** has established a Middle to High School Transition program to help at-risk but academically capable students. Support services will be continued through high school with the goal of increasing participation in postsecondary education.
- **Howard Community College** has created the Silas Craft program—a new learning community for at-risk students.
- **University of Maryland Baltimore County** has been acclaimed as a national model of success in producing African-American scientists as a result of its Meyerhoff Graduate Fellows program.

Considerable progress has been made in the enrollment of minority students, and there has been improvement in graduation rates, notably at the public four-year campuses. Total African-American enrollment increased 53 percent at Maryland public campuses during the past 10 years to a record of 58,884, and the number of new full-time African-American freshmen rose by 39 percent during this period. However, the success rates of African-American students have continually lagged behind those of other undergraduates at both community colleges and four-year institutions. For example, 76 percent of the African-American freshmen who entered a Maryland public four-year campus in 1998 re-enrolled for a second year, compared to 82 percent for all students. In addition, the six-year graduation rate of African-American students stands at 40 percent, compared to 55 percent for all students. The greatest gap is at the community colleges, where the four-year graduation/transfer rate of African-American students is 18 percent—nearly half the average for all students.

The number of African-American full-time faculty at Maryland public campuses increased steadily by 34 percent over the past 10 years to a record of 919; African-Americans now represent 13 percent of the full-time faculty at these institutions. African-Americans also make up 20 percent of the full-time managers and executives at Maryland public colleges and universities. The number of full-time women faculty at the public campuses has increased by 30 percent during the past 10 years to an historical high of 2,889. Women make up 40 percent of the full-time faculty at all Maryland public campuses and 52 percent of those at the community colleges. Women constituted 46 percent (or 637) of the senior administrators at Maryland public campuses in 1999, the greatest proportion in the State's history.

Achieving Efficiency

Despite the generous flow of dollars to public higher education in recent years, elected officials expect campuses to get as much as possible from the resources they already have through greater efficiency in administrative operations, the use of such techniques as decentralized management or Continuous Quality Improvement, more productivity from their faculty through increased teaching loads, and a greater use of technology.

Accordingly, Maryland's public institutions are engaging in serious cost-cutting and internal reallocation. Examples of activities are presented in the section of this report dealing with cost containment.

At the request of the Maryland General Assembly, the University System of Maryland continues to report faculty workload information on an annual basis and has put into place a workload policy designed to provide accountability for the instructional productivity of its faculty. Most community colleges have achieved or are making satisfactory progress toward their benchmark on the faculty workload indicator, "percentage of lower division credit hours generated by core faculty." Many public four-year institutions have had difficulty reaching their benchmark on this indicator, reporting that they have had insufficient numbers of tenure/tenure track faculty to meet the demand of their academic programs, both on- and off-campus. Public four-year campuses have experienced greater success with their other workload measure, "percentage of full-time faculty teaching a standard load."

HOW WELL IS THE STATE FUNDING PUBLIC HIGHER EDUCATION?

External changes in the composition of the state's population or the economy have a direct impact on the delivery of educational services. Similarly, internal changes in tuition, financial aid, and state appropriations do not occur in isolation; rather, these changes produce a ripple affecting the other components of higher education administration and instruction.

State Support for Public Higher Education

Maryland has made and continues to make a significant financial commitment to supporting public higher education. This has become particularly evident in recent years. State funds for higher education operating expenses in Maryland jumped 19.1 percent, from $875.4 million to $1.04 billion, between FY 1998 and FY 2000. Maryland's increase exceeded the average growth of state appropriations nationally of 14.7 percent. However, Maryland has trailed the national norm over a longer period, due primarily to the State's economic downturn in the early 1990s. Maryland's 10-year growth of 27.3 percent in higher education appropriations lagged the national average of 38.6 percent.

Between FY 1990 and FY 2000, general fund support for Maryland public four-year institutions rose by 19 percent. However, state funds have constituted a shrinking portion of higher education revenues at these campuses during this period. In FY 1990, state dollars represented 63 percent of the revenues for the public four-year institutions. By FY 2000, the state's share had fallen to 49 percent.

State support for the community colleges rose by 39 percent between FY 1990 and FY 2000. This increase was due to several factors. First, there was a revision in the state funding formula for community colleges, which required that the state general support be at least equivalent to a certain percentage of its per FTE appropriation to select public institutions. Second, Baltimore City Community College received a funding formula for the first time in 1998. Third, the General Assembly approved legislation in 2000 providing unrestricted funds to seven small community colleges that will provide them with increased state aid indefinitely. Even with this increase, the proportion which state support constituted of community colleges' unrestricted revenues fell from 35 percent to 27 percent between FY 1990 and FY 2000.

Higher education has faced increasing competition for state dollars from other sectors such as public safety, K-12 education, health and welfare. The public's demand for tax cuts also has impacted available funding. In FY 1990, higher education made up 14.1 percent of the adjusted state general funds; in FY 1999, this had fallen to 11.5. However, the figure rose to 12.1 percent in FY 2000 as a result of the Governor's decision to increase resources for higher education and the support of the General Assembly.

The Tuition and Fee Burden

As state support has dwindled as a proportion of higher education budgets, institutions have turned to students to make up the difference. Tuition and fees comprised 36 percent of the unrestricted revenues of public four-year colleges and universities in FY 2000 compared to 27 percent in FY 1990. The share of community college budgets that derived from tuition and fees rose sharply from 27 percent to 37 percent between FY 1990 and FY 2000.

The burden on the student to support higher education has increased dramatically in recent years. Tuition and fees have nearly doubled in the past 10 years at both the community colleges and public four-year campuses, far exceeding the rate of inflation and outpacing the growth in median family income in Maryland during this period. Since FY 1991, average annual in-state undergraduate tuition and fees at the public four-year campuses increased from $2,296 to $4,512, while the community colleges experienced a rise from $1,164 to $2,238. Tuition and fees rates at both types of institutions were considerably higher than the national average. Nationwide, tuition and fees in FY 2000 averaged $3,226 at public four-year campuses and $1,328 at community colleges. Hence, tuition remains high in Maryland, despite the 4 percent cap on tuition (but not on fees) imposed by the public four-year campuses in FY 1999. Continued increases that surpass inflation may negatively affect student access to higher education.

To help families in the State save for college, the General Assembly enacted the pre-paid tuition program during its 1997 session. This program permits parents to invest a set amount of dollars over a period of years to cover tuition and fees for their children at a public college or university in the state. This year, the General Assembly passed legislation allowing the State to make up any possible shortfall in funds for the payment of participants in the program. It is hoped that this action will bring participation in the program up to expectations. The General Assembly also created the Maryland Investment Plan, which provides a tax-advantaged way for parents and other individuals to save for higher education through a pooled account.

State Financial Aid

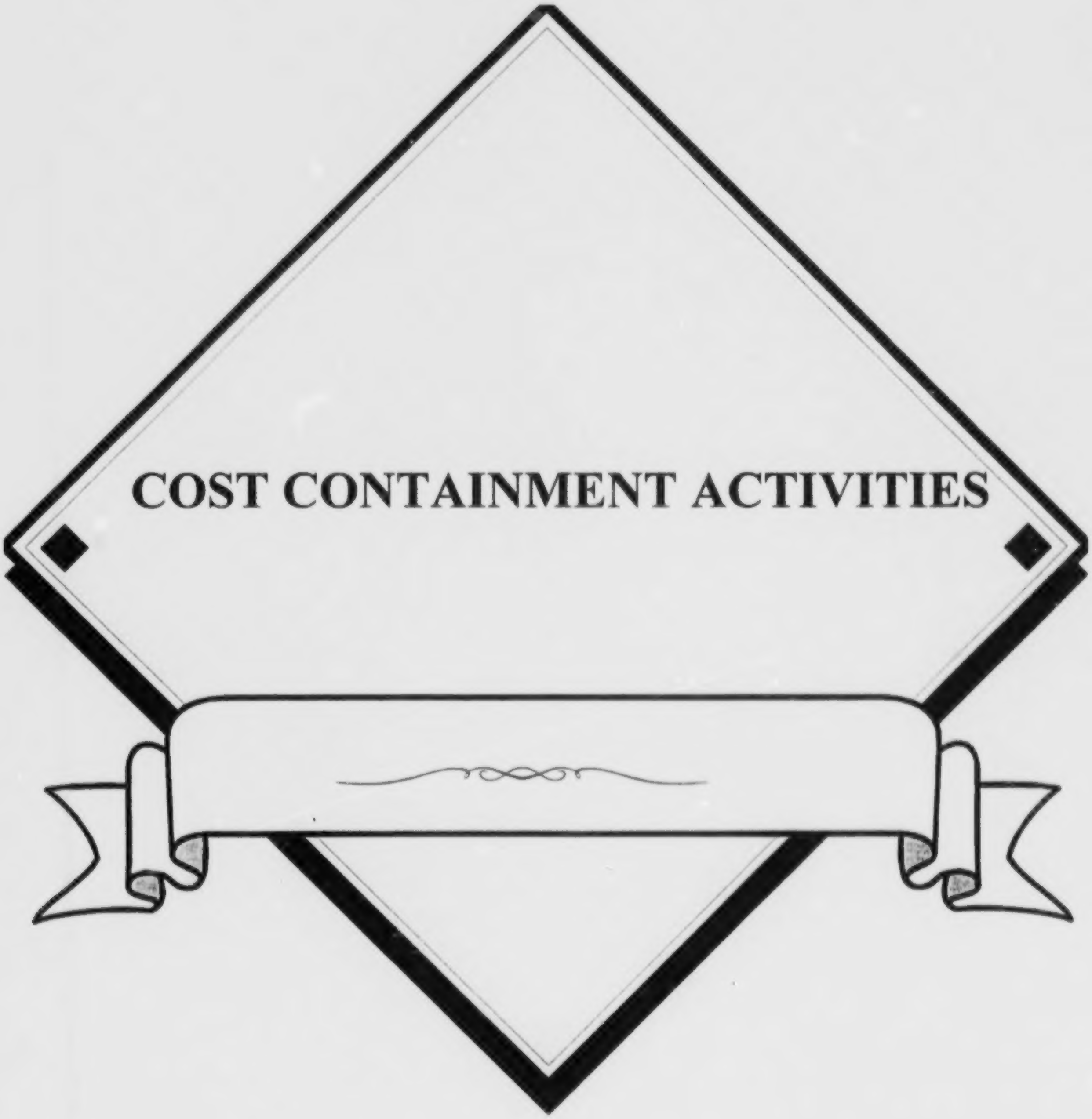
State financial aid expenditures have more than doubled over the past 10 years, from $18.1 million in FY 1989 to $47.8 million in FY 1999. During this period, the percentage of Maryland undergraduates receiving some form of financial aid increased from 36 percent to 54 percent. Three-fourths of the State's scholarship funds were need-based in FY 2000; this has changed little in the past decade. However, increases in state financial aid in Maryland have not kept pace with the rise in tuition and fees. The combination of comparatively high tuition rates and below average state support for student aid hampers access for students from low and middle income families.

Although more students are receiving financial assistance, 54 percent of all aid dollars going to undergraduates at Maryland public campuses is in the form of loans. A sizable portion (45 percent) of all undergraduate financial aid recipients at Maryland public institutions has some form of loans. Annual student loan borrowing among undergraduates at Maryland public colleges and universities exceeded a quarter of a billion dollars in FY 1999.

To increase opportunities for students from low and moderate income families, Maryland implemented the Educational Excellence Award program in FY 1996. Nearly 20,000 students at Maryland public campuses received awards under this need-based program in FY 1999. However, this program is not yet fully funded by the state. Maryland also has created a series of scholarships to help students and to meet the job needs of the State. The Maryland Science and Technology Scholarship was established in 1998 to increase the number of skilled workers in computer science, engineering and other technology fields. The Maryland Teacher Scholarship was enacted in 1999 to address the statewide shortage of classroom instructors in public schools. The Maryland HOPE Scholarship, which also was adopted in 1999, will provide financial assistance to students who pursue specific fields and agree to work full-time in the State for each year of the scholarship. A HOPE Scholarship to benefit Maryland community college transfer students was added in 2000. This year, the General Assembly increased student aid by 20 percent, with most of the additional funds earmarked for the HOPE Scholarship.

Capital Projects

Since FY 1990, the State has authorized $1.92 billion for higher education capital projects, with 76 percent of it directed to public four-year institutions. In FY 2001, capital authorizations for all of higher education totaled a record $374.2 million.



COST CONTAINMENT ACTIVITIES

COST CONTAINMENT ACTIVITIES: COMMUNITY COLLEGES

Allegany College of Maryland

Allegany College breaks down cost containment measures into two categories: those which reduce waste and improve overall efficiency of operations, and those which are used as emergency cost cutting measures in times of unexpected revenue reductions. Emergency cost containment measures are sometimes needed to address sudden and unanticipated revenue shortfall. These measures can negatively affect the mission of the College. These actions may for the short run reduce costs to the College, but in the end, they could reduce the effectiveness of the institution.

During fiscal year 2000, Allegany College decided to discontinue offering the Indemnity Comprehensive Health Insurance Plan to staff. Although the overall cost of the College's health insurance plan is increasing for fiscal year 2001, the increase will be reduced $35,000 by discontinuing the indemnity plan. Laser printers are now being used to process accounts payable checks and student billing statements, resulting in annual savings in forms of $3,900 for accounts payable checks and $2,000 for student billing statements. During fiscal year 2000, the college hired a telephone consultant to review its overall phone expenses. The consultant detected duplicate charges and taxes, which should not have been charged by the phone company and charges for phone lines that were no longer active. The net savings (after paying the consultant) is expected to be $2,844 for fiscal year 2000 and $20,712 for fiscal year 2001.

The College also installed a system to account for long distance calls. The Call Pro 6 System requires the caller to input a code prior to making long distance calls, and the system breaks down these calls by caller. This system deters staff members from making private long distance calls. Based on monthly phone bills after this system was installed, the College estimates annual savings of $2,400.

Savings resulting from cost containment measures are addressed in the normal budget process. On the expense side of the budget, these savings can be used to budget for new initiatives in the strategic planning process. On the revenue side, these savings can be used to compensate for revenue shortfalls or to keep tuition increases down.

Anne Arundel Community College

Anne Arundel Community College concentrates on sustaining its growth using a stable level of resources by incorporating cost efficiencies. The college has provided more courses, more programs and services to more students, in more formats, at more times and in more locations with minimal staff increases. In FY 2000, the college saved over $1.2 million through cost savings. Most of these savings were transferred to support instruction and academic support.

To meet growing demands within current resources, the college initiated several cost saving strategies: contract savings for computer equipment, datatel staff implementation, renegotiating bank contract, revaluating of bad debt, centralizing of office services, savings realized through energy deregulations and power plant efficiencies, implementing an energy management system and enhancing security systems. These initiatives resulted in a savings of $366,000.

Baltimore City Community College

Baltimore City Community College saved over $380,000 by decreasing processing costs in procurement office through a credit card initiative, on-line FMIS requisitioning which decreased processing costs in procurement office, offering staff-development programs in-house rather than outsourcing, cross training staff, reducing COLAs and benefits, implementing a 'one-stop-shop' initiative to combine services for evening and weekend students, restricting meal reimbursements for traveling and establishing a Temporary Office of Pending Financial Aid (TOPFA) to assist with processing financial aid rewards.

Carroll Community College

Carroll controls costs by reducing computer lab costs by taking advantage of educational discounts and competitive pricing above and beyond State negotiated contracts, maintaining county contracts for building and grounds maintenance, receiving rebates from Baltimore Gas and Electric for a thermal storage facility in the Learning Resource Center, and deferring payment plans with third party vendors. These initiatives resulted in a savings of $892,200.

Cecil Community College

Cecil Community College has the following significant cost containment measures for FY 2000: Held three faculty positions vacant, reduced student events and activities, out-sourced housekeeping services, reduced part-time staff, and used grant funds to supplement credit programs and student services. These initiatives resulted in a savings of $163,000.

Chesapeake College

Two major cost containment actions continuing at Chesapeake College were the Board of Trustee's decision not to increase FY 2001 tuition rates and the administrative decision to require that all requests for future funding (including FY

2000) are linked explicitly with a goal and objective in the college's Strategic Plan. The latter action will provide an objective basis for the review of funding requests at the cost-center (departmental) level.

Other cost containment items included an agreement with The Memorial Hospital at Easton (MHE) to support the college's operations at the Center for Allied Health. For FY 2000, MHE contributed $ 220,000 towards the operations of the nursing programs at the Center. The Chesapeake College Foundation, Inc., in addition to providing scholarship funds, provided $9,000 to the Resource Development Office of the College to help defray costs associated with fund-raising activities. This amount will increase to $20,000 in FY 2001. In addition, the College decided not to fill a position vacated in December 1999, resulting in a savings of $ 24,000.

Other cost containment measures, which resulted in a saving of $300,293, include: fund-raising activities; hiring freeze, savings from plant operations and savings in instructor salaries through collaboration.

College of Southern Maryland

The College of Southern Maryland entered into a three-year lease for technological equipment to refresh and establish student computer labs. The negotiation for a lower-than-market interest rate resulted in total interest savings of $11,600 for fiscal years 1999, 2000, and 2001. In addition, the college negotiated this same low rate for the purchase of administrative software to integrate student data, financial reporting, payroll, and financial aid functions of the college. This lower rate allowed total interest savings of $33,000 for the fiscal years 1999 through 2003.

The college utilized the State of Maryland approved vendor listing to purchase college vehicles for savings of $25,000. The college realized approximately $77,000 of savings through promoting a competitive bid on purchases that were traditionally outside of the bidding guideline.

Community College of Baltimore County

The College contained costs by converting replacing an older information system with a new student information system. Other cost containment efficiencies include: hiring freezes and delays, reducing conferences and meetings, and reducing supply and equipment expenditures as well as reducing other variable expenditures where feasible.

Frederick Community College

Cost containment and reallocation of resources have become increasingly important in higher education. FCC adopted Direction 6 in its Strategic Plan to develop innovative strategies for financial support. The goal is to raise four million dollars over the next five years through fund raising, grant writing, entrepreneurial activities, cost containment and re-allocation of existing resources. Over the past two years, FCC raised the ratio of load taught by full-time faculty to 58 percent. FCC spends 55 percent of budget on instruction, which exceeds the state average of 48 percent.

In FY 2000, Frederick adopted the following cost containment actions: reduced losses from bad debt, improved financial performance of the cafeteria, reduced salaries, and enhanced savings with energy management. These initiatives resulted in a savings of $301,500.

Garrett Community College

Garrett adopted the following cost containment actions: deferred the purchase of two college vehicles, deferred the hiring of an additional accountant, deferred the hiring of NRWT faculty, replaced Dean of Students on an interim basis, increased on-line offerings to reduce adjunct requirements, and increased the use of video conferencing to limit travel cost. These initiatives resulted in a savings of $105,500.

Hagerstown Community College

Hagerstown saved approximately $16,000 by eliminating as a position for a communications instructor from the FY 2000 budget due to the reprioritization of the budget related to strategic enrollment management goals.

Harford Community College

The following cost-containment efforts have been introduced or continued in FY00. While the significant available-cash impact was primarily felt in the year of implementation, it is anticipated that there should be significant long-term impact to several of these practices as they are continued: eliminated a search for a grants writer; dropped position, included duties in other position(s); downgraded the assistant to the Vice President for Academic & Student Affairs position, and filled with a clerical support position; restructured several positions in the Vice President for Institutional Advancement's staff to better serve the needs of the institution and save dollars for other budgetary needs; hired new faculty at lower salaries than senior faculty being replaced; hired classified staff at or near entry-level salaries; continued to reduce part-time staff and managed hourly assignments more efficiently; and replaced non-compatible computer resources with network and system-compatible technology that demonstrated energy-efficient characteristics and met Y2K compliance tests. These initiatives resulted in a savings of $251,149.

Howard Community College

The college has adopted a number of initiatives to contain costs. One initiative adopted by Howard is a Cost Reduction Incentive Awards. These awards give "bonuses" to employees who make cost saving and/or revenue enhancing suggestions that are implemented. The program was introduced in 1991. When one looks at the cumulative impact of these suggestions over time, the college has realized actual savings of more than $550,000. Howard also left positions unfilled and reduced furniture and equipment. This year it is anticipated that at least $100,000 will be relocated to the Plant fund from savings in unfilled positions and furniture and equipment reductions. These funds will be used for future growth and expansion.

Several other initiatives have helped the College reduce and contain costs. The College currently participates with the county in their self-insurance program. Utilizing a thorough risk management approach, costs have been reduced in all areas of insurance each year. In FY01, the college will be able to reduce insurance costs by $33,000. In FY00, additional HVAC renovations will be made to replace air handlers, baseboard radiation and piping as well as duct modifications of the current structure. This change is anticipated to generate additional savings with a payback period of three years. The college also participated in the county de-regulation committee and has locked in utility rates for the next two years. It is anticipated that the countywide committee will be able to further reduce rates with an anticipated bid that is being developed.

Howard reviewed and reduced one of the benefit programs for a savings of $20,000 that was reallocated to strategic initiatives. The College negotiated a sponsorship program with Coca-Cola that will generate $170,000 a year. These funds will be used to support new initiatives in the college such as its Children's Learning Center and will also help in the generation of scholarships. Furthermore, the College expanded its internal work-study program and was able to fund $10,000 more in student jobs through the assistance of the HCC Educational Foundation, which is now funding these positions.

Montgomery College

The College has delayed hiring of replacement personnel by six weeks (savings - $500,000). The College also participates in cooperative efforts with other County agencies in the areas of remedial education, technology, training, County Cable programming, and grounds maintenance.

The College contracts out services where it improves customer service and saves time and money without sacrificing quality. For example, the College contracts out the answering of certain telephones, cataloging the library materials, mailing grades, and the archive function. The College also uses contractors in the technology field to pull cables, install hardware/software, perform inventories, computer repair, and manage the help desk. In the benefits areas, the College contracts out the medical assessment portion of its disability leave program.

To reduce paperwork and streamline operations, Montgomery is using its Web page capabilities. For example, the Human Resources department is using web capabilities in the employment area to improve efficiency and save on printing costs. Furthermore, the College is constantly seeking alternative methods for the delivery of information. An example is eliminating printed internal newsletters and replacing them with an interactive online publication, which also links to pertinent sites on the World Wide Web, adding communication value.

Montgomery estimates that its Energy Management Program has avoided costs in excess of $2 million in the past six years, through the design of new and renovated energy efficient buildings, energy retrofits, and utility rebate programs (which concluded in 1999.) The result is that the College's utility budget requests have remained constant for the last three fiscal years. The College recently completed the second phase of solar work at the Germantown Campus. In May 2000, new solar photovoltaic and solar thermal panels on the Humanities and Social Sciences building became operational. These additional panels will help the campus increase its energy efficiency and avoid utility costs. The College continues to be a leader in the energy management field, receiving national and international recognition and earning numerous energy efficiency awards (cost avoidance – $2 million over six years.)

Prince George's Community College

The College did not report any cost containment initiatives.

Wor-Wic Community College

During FY 2000, Wor-Wic implemented a number of the following cost containment measures. The College hired of a full-time manufacturing technology faculty member and the replacement of a nursing department secretary was deferred. Estimated savings to the college was $50,000.

Wor-Wic reduced the cost of its maintenance contracts by using in-house personnel to troubleshoot HVAC and telephone control problems instead of relying entirely on outsource contracts. Estimated savings to the college is $3,000 annually. In addition, the College contained costs on maintenance work on all college vehicles, landscaping equipment and lock repairs by using in-house personnel instead of outsourcing saving an estimated $1,000 annually.

COST CONTAINMENT ACTIVITIES: FOUR-YEAR PUBLIC COLLEGES AND UNIVERSITIES

University System of Maryland
The current report covers the University System of Maryland's continuous efforts to improve operations, reduce and avoid costs and increase revenue. The following report covers USM's efficiency efforts between of July 1, 1999 through June 30, 2000. Particular items are placed into one of four financial classes: cost savings, strategic reallocations, cost avoidance, and revenue.

Cost savings: An item is reported as cost savings only if the action represents a reduction in current operating expenses. For example, if a position is eliminated from an administrative function, it is scored. Alternatively, a salary saving associated with staff attrition - turnover savings is not counted. During FY 2000, the University System of Maryland achieved $11.1 million in cost savings.

Strategic reallocations: This is a management led redirection of current resources toward a campus priority or critical need. At one institution, for example, management begins the working budget process by limiting prospective resources for a particular function(s) to 99 percent of current resources. The function is challenged to live with the reduced amount and the resulting savings are directed to a priority need. In FY 2000, USM saved $11.2 million through strategic reallocations.

Cost avoidance: These items are somewhat subjective. Therefore, these actions require that two conditions be met before being scored. First, is that the potential "cost" is for demonstrable unmet need, and second is that the need be satisfied. Thus, a budget request item that fails to win approval is not scored as an avoided cost. On the other and, most technology equipment that is donated is counted as an avoided cost to the State or to students - the need is apparent and the item is realized via the donation. In FY 2000, USM saved $15.2 million through cost avoidance.

Revenue Enhancements: This is limited to funding streams that will add to the fund balance. If additional revenue is created and used for a spending purpose, the amount falls into one of the previous categories discussed above. In FY 2000, USM saved $6.3 million through revenue enhancements.

General Categories of Efficiency

The following are general categories of efficiency identified by each campus:

- Business Process Reengineering
- Collaboration with Academic Institutions
- Competitive Contracting
- Credit Card Availability
- Distance Ed/Tech in Teaching/libraries
- Energy Conservation Program
- Equipment & Land Acquisition/Donation
- Indirect Cost Recoveries
- Mandatory Reallocation Process
- Meeting Federal Requirements
- Partnership with External Entities
- Patents and Royalty Income
- Pro Bono Services
- Space & Building Efficiencies
- State Supported Revenue Expansion

Results

The FY 2000 report shows an increase in the total among saved through the efficiency efforts along with an increase of idea sharing among the institutions. The cross-fertilization of ideas becomes more apparent with each reporting year. Throughout the summary, several common results can be found among the different institutions. One example is the continued efforts in business process reengineering. The institutions are continually striving in their efforts to streamline certain processes and reorganize departments. In order to reduce printing, paper, and postage costs, institutions have put into practice the electronic distribution of forms and maintenance service requests, the use of phone registration systems (i.e. IRIS), and distributing student grades via the Internet instead of through the US mail. Reorganizing departments, an ongoing effort at most institutions, has resulted in enhanced services and salary savings. An increase in the competitive contracting and in outsourcing category was also seen in FY 2000. Along with the Microsoft contract that allows software upgrades at reduced costs, several of the institutions have saved by purchasing campus wide software licenses vs. individual PC licenses. The purchasing of warranties for PCs as opposed to service contracts has so been a source of savings for several of the campuses.

Another method of savings is the outsourcing of housekeeping services, landscaping services and the mailing process of class schedules and planners. The energy conservation category continues be a method of cost savings for most of the institutions. Nine of the institutions have implemented some type of energy conservation program. This may include contracts with companies to replace or improve HVAC systems, chillers or steam systems or the instillation of more efficient lighting systems. The increase in partnerships with external entities was also seen in the FY 2000 report. More of the institutions are looking to enter into partnerships with private companies as a method of funding certain projects. One example of this is the funding Towson University has received from Nations Bank to build Smart classrooms. Another major category that an increased number of institutions are using is the mandatory reallocation process. More of the institutions are reallocating money from administrative functions, such as, scholarships, faculty recruitment and retention, upgrading information technology systems, graduate programs and other student programs.

Table 1 below summarizes the efficiency efforts by institution and financial class - the total value of these actions is approximately $43.9 million. The University System will continue to report on efficiencies annually and submit them to the Maryland Higher Education Commission in conjunction with the annual accountability report.

Table 1. University System of Maryland
FY 2000 Efficiency Initiatives by Financial Class
($ In Thousands)

	Financial Class				
Institution	**Cost Savings**	**Strategic Reallocation**	**Cost Avoidance**	**Revenue**	**Total**
Bowie State University	$ 416	$ 230	$ -	$ -	$ 646
Coppin State College	475	105	525	-	1,105
Frostburg State University	1,596	411	35	540	2,582
Salisbury State University	950	100	-	-	1,050
Towson University	984	1,109	1,093	-	3,186
University of Baltimore	90	665	100	510	1,365
University of Maryland Baltimore County	1,152	137	2,311	210	3,810
University of Maryland, College Park	1,096	6,825	10,234	4,395	22,550
University of Maryland Eastern Shore	531	-	80	125	736
University of Maryland University College	553	1,461	501	-	2,515
University of Maryland, Baltimore	2,738	200	45	80	3,063
UMBI	285	-	14	30	329
UMCES	280	-	257	380	917
Total	$ 11,146	$ 11,243	$ 15,195	$ 6,270	$ 43,854

Morgan State University

Morgan implemented a number of activities to enhance efficiency efforts. The support from the state for the continued development of the University has allowed Morgan to rapidly strengthen its undergraduate program while at the same time service an enrollment that has grown over 50% during the past decade. While much emphasis in recent history has been placed on the strengthening of the undergraduate program, the University's development as a doctoral-granting institution is requiring additional financial resource. Despite these higher cost activities, however, the University continues to look for ways to improve efficiency, productivity and quality.

The following are cost containment and level of potential annual resources saved: increasing support from Auxiliary Enterprises for computer labs; partnering with USM library Information System; re-wiring of science complex utilizing in-house personnel vs. contractor; securing external resources to implement public health program. The University also continues its effort to minimize costs through energy conservation; improving the utilization of information systems; privatizing central office supply operations; combining academic and administrative computing departments; terminating leased office space, and implementing purchasing cards. These initiatives resulted in a savings of $913,000.

St. Mary's College of Maryland
The College did not report any cost containment initiatives.

ASSESSMENT AND RECOMMENDATIONS

ASSESSMENT BY THE MARYLAND HIGHER EDUCATION COMMISSION

This is the fifth set of reports that Maryland's public colleges and universities have submitted since the Maryland Higher Education Commission adopted the current accountability process in 1996. Campuses were expected to achieve their benchmarks by fall 2001 or FY 2002 or the equivalent cohort year. A picture has emerged of the results which the public campuses are achieving at meeting their goals. Since the accountability process will change substantially next year with the adoption of largely different sets of indicators for both the community colleges and public four-year institutions, this report will constitute a summary of how well institutions have performed. It will essentially wrap-up the current process by identifying for each institution the percentage of indicators for which they have achieved their benchmarks or have come close to their goal.

As in the past two years, the Commission has made specific assessments about campus performance on indicators on which institutions were not progressing satisfactorily toward their benchmarks. Campuses were required to address the reasons. The explanations tended to be thorough and often detailed, and campuses gave responses even when reporting on an indicator was optional. Overall, this accountability process has worked well, and the campus reports have become continually better over the years. In addition, all of the institutions submitted their reports on time. Hopefully, this tradition will hold for accountability reporting in future years.

These are the major conclusions that emerged from the 2000 reporting cycle:

All of the accountability reports submitted by the community colleges and public four-year institutions were exemplary. This was the best set of reports that the Commission has received since the current process was adopted in 1996.

All of the public campuses prepared a complete report and followed the prescribed guidelines. In addition, the institutions described numerous actions they are taking or planning to take to attain their goals. The community college reports were particularly well-prepared.

The community colleges and public four-year institutions demonstrated that they have already achieved or have made strong progress toward the achievement of their benchmarks on most indicators.

The community colleges have already reached their benchmarks on nearly half (47 percent) of all indicators and are within 10 percent of attaining their goals on an additional 31 percent of the measures. Hence, the community colleges have achieved or have almost achieved their benchmarks on 78 percent of the performance measures, or 331 of 423. Performance is lagging on 92 of the indicators.

Community colleges experienced their greatest success with respect to the indicators on quality (attaining or nearly attaining their benchmarks on 97 percent) and access (94 percent). The two-year institutions achieved or nearly achieved their goals on almost 80 percent of the measures dealing with effectiveness and on three-fourths of those in the efficiency category. Community college performance was the least strong with respect to the diversity indicators, reaching or almost reaching their benchmarks on 65 percent of the measures. This reflects mostly the difficulty that many two-year institutions have had in the recruitment of African-American faculty and managerial staff and with the transfer/graduation rates of African-Americans and all minorities. The community colleges which achieved or came close to achieving their benchmarks on the greatest percentage of measures were Montgomery College (100 percent), Southern Maryland (92 percent), Wor-Wic (92 percent), Howard (88 percent), Anne Arundel (85 percent), and Chesapeake (84 percent).

The public four-year campuses also have reached their benchmarks on approximately half (46 percent) of the indicators and are within 10 percent of achieving their goals on an additional 27 percent. Thus, the public four-year institutions have achieved or almost achieved their benchmarks on nearly three-fourths of the performance measures, or 313 of 425. These institutions are doing less well on 112 of their indicators.

The public four-year campuses did their best on the measures related to effectiveness (reaching or coming close to their benchmarks on 87 percent of the indicators), access (85 percent) and diversity (82 percent). The campuses achieved or nearly achieved their goals on 61 percent of the efficiency measures. Many institutions lagged on the faculty workload measure dealing with lower-division credit hours generated and the indicator on private fundraising. The public four-year institutions attained or almost attained their benchmarks on just a slight majority (52 percent) of the indicators in the quality category. However, this result almost entirely reflects campus performance on a series of items measuring faculty salaries compared to peer institutions. Institutions did far better with respect to other quality measures, such as those related to student satisfaction with preparation for employment and advanced education. Leading the public four-year colleges and universities in the achievement or near achievement of their goals on indicators were St. Mary's (96 percent), University of Maryland University College (86 percent), University of Maryland Baltimore County (84 percent), University of Maryland College Park (84 percent), and Morgan (81 percent).

Following this section is a table displaying the status of each campus in terms of the extent to which it has achieved or made progress toward its benchmarks on the five groupings of performance measures.

All of the public colleges and universities addressed and provided satisfactory, and often excellent, explanations to all of the questions raised by the Commission staff regarding lack of progress toward their benchmarks on certain indicators. Many institutions have developed and implemented plans of action to improve their performance.

The Commission has asked that the accountability report include "campus-level assessments…that will identify the progress, or lack of progress, that specific public colleges and universities are making toward the achievement of their benchmarks."

Consequently, the public campuses were asked to include in their institutional performance accountability reports responses to specific questions raised by the Commission staff regarding performance indicators on which they have demonstrated a lack of progress toward their benchmark. Campuses could provide an explanation of their performance and/or a description of any corrective actions that have been taken or are planned.

In selecting the indicators to be addressed, the Commission staff eliminated all measures on which the campuses had achieved at least 90 percent of their benchmark. The remaining indicators had to meet three criteria: 1) there was a significant gap between the benchmark and the achievement that the institution has made to date, 2) the data supplied by the campus demonstrated that it had made little or no progress toward reaching its benchmark, and 3) there was an important policy question at stake in the campus' performance on the particular measure.

A total of 65 indicators were flagged at the community colleges and 55 at the public four-year campuses. On average, the campuses were required to provide information on about three indicators. Explanations were optional for those indicators which were also identified in the 1998 and 1999 reports and for which satisfactory answers were given. Institutions were required only to continue to monitor their performance on these measures. However, all institutions addressed these measures as well in their reports. Only one campus, St. Mary's College of Maryland, did not have to report on or monitor any indicators as part of this process.

All of the public colleges and universities addressed the questions raised by the Commission and provided acceptable explanations for the performance on the indicators, and many described actions that are being taken to ensure that the institution meets its goal. Since the indicators were judged on the basis of the data provided in the 1999 accountability report, updated information sometimes showed campus progress and this was taken as a reasonable answer.

A diverse group of indicators was targeted, with 18 of the community college indicators and 20 of the public four year measures appearing at least once. The ones most often flagged for the two-year campuses related to racial diversity in faculty and executive staff employment and transfer/graduation rates, particularly for minorities. Those which appeared most frequently for the public four-year institutions were faculty workload, graduation rates, and fundraising from private sources.

Community Colleges

Racial Diversity Among Faculty and Executive/Managerial Staff

Many community colleges continued to trail in their efforts to achieve their benchmarks on the indicators dealing with the proportion of faculty and staff who were African American. Most of these campuses pointed to factors that had thwarted their efforts to attract African-American and other minority candidates. These included a limited number of qualified minority applicants in their geographical area, the unwillingness or inability of minority candidates to relocate, the lack of competitive salaries, and the small number of vacancies due to low turnover at their institution.

However, nearly all of the institutions remained committed to achieving their benchmark and indicated that they will continue their efforts to include minorities in the interview pool for positions and will ensure non discrimination in hiring. Several noted that the addition of just a few employees would enable them to reach their benchmark, and a few noted that they recently made progress by hiring additional African-American faculty and managerial staff or plan to do so in the near future. Many of the institutions described proactive techniques that they have employed to expand the recruitment of African-Americans and other minority faculty and staff: more aggressive advertising in local and metropolitan newspapers, inclusion of minorities on search committees, the establishment of an active Diversity Committee, publishing notices in minority and higher education publications in Maryland and nationally, and mailing notices to minority individuals in the community.

Community College Transfer/Graduation Rates, Particularly For Racial Minorities

The two-year institutions which were asked to comment about their performance on the transfer/graduation indicators generally pointed to the actions that they had initiated to try to reach their benchmark and improve student transfer and graduation rates. These campuses described changes in staffing and fiscal resource allocations, the introduction of student support programs, instructional interventions, enrollment management strategies and articulation efforts. Specific examples include learning community projects to help at-risk students, mentoring and tutoring, expanded academic advising, summer initiatives to prepare students needing help with basic skills, creation of a freshman orientation course, midterm academic warning grades, peer-based instruction programs, special events and services geared to transfer students, partnerships with the public schools, and establishment of distance learning programs in cooperation with four-year campuses.

Several campuses also noted that there had been improvements in the transfer/graduation rates of their students in the latest cohort as a result of activities, programs and strategies that had been adopted. A number of colleges observed that the transfer/graduation rate figures do not account for students who enroll at a Maryland independent campus or an out-of-state institution. This particularly impacted colleges that are close to neighboring states and the District of Columbia. Maryland's state-level data systems are currently unable to track students beyond the public sector.

Four-Year Colleges and Universities

Faculty Workload

The distribution of faculty resources has been a challenge for many public four-year institutions. Numerous campuses have found it difficult to reach their benchmark for the indicator, "percentage of lower division credit hours generated by core faculty." At some institutions, this figure has dropped in recent years. Insufficient numbers of tenured and tenure-track faculty to meet the demands of their academic program, both on- and off-campus was the explanation cited by the campuses. The institutions asserted that they need to hire adjunct, part-time, and full-time contractual instructors in order to cover all of their freshman- and sophomore-level courses and to free core faculty for upper division undergraduate and graduate classes. Some campuses indicated that they would try to remedy the situation by obtaining funding to convert contingent faculty to core faculty or to assign more tenured/tenure track faculty to lower division courses, particularly those in honors programs.

Graduation Rates

Several institutions lagged their goals for the six-year graduation rate, especially for African-American and all minority students. Some of the institutions described initiatives that are being taken or planned to address this problem, including strengthened academic and support services and undergraduate scholarships. Some campuses experienced increases in the most recent cohort that brought them to their benchmark. One campus, citing increased retention rates of minority students in recent cohorts, expressed optimism that this would result in higher graduation rates in the future. Colleges and universities that were behind their benchmark on the four-year graduation rate of community college transfer students observed that many of their students enrolled with insufficient numbers of course credits and needed more time to earn a degree.

Fundraising from Outside Sources

Campuses that trailed their benchmarks with respect to funds raised in private giving generally remained committed to them and expressed optimism that they would be achieved. This would be accomplished through more aggressive fund raising activities by development office staff and campus officials and enhancement of the institution's money raising capabilities and infrastructure. Two institutions reported that they had hired new leadership and staff in their development office and predicted that it would boost private fundraising.

A complete listing, by institution, of the specific indicators that were identified for each public college and university and the issues involved, the campus responses taken usually verbatim from their reports, and any observations which the Commission staff had regarding these answers follow this section.

Reporting on cost containment and internal reallocation activities was comprehensive and detailed at most institutions.

The public institutions were asked to report, as part of their discussion of funding issues, on significant cost containment actions adopted by the campus and the level of resources saved. Campuses were instructed that the information on cost containment had to include "detailed ways in which the institution has reduced waste, improved the overall efficiency of their operations, and achieved cost savings." Dollars amounts had to be attached to each specific effort. Examples were provided to demonstrate the type of reporting desired by the Commission staff.

Because of the interest in cost containment activities by members of the Commission and by legislators and their staff, a summary of the institutions' endeavors in this area is included in this report. Specific cost containment actions taken by the University System of Maryland, which submitted a consolidated report for its institutions, Morgan State University, and 15 community colleges were outlined. St. Mary's College of Maryland and Prince George's Community College did not report any cost containment initiatives.

The cost containment reporting in the current accountability cycle was commendable. Nearly all of the institutions which reported cost containment actions provided detailed descriptions and specific dollar amounts associated with their cost containment and internal reallocation activities. Community College of Baltimore County did not attach specific dollar amounts to their examples. This is the second consecutive year in which CCBC did not provide the requested information.

Cost containment efforts by Maryland's public colleges and universities saved a total of $49.2 million in FY 2000. Examples of activities include energy management and conservation programs, reductions in staff positions and delay in filling vacancies, review of health insurance policies, competitive contracting and equipment purchases, reallocation through strategic planning, partnerships with external entities, facilities efficiencies, reduction in utility and phone expenditures, administrative reorganization, outsourcing of services, credit card initiatives, use of computer technology to cut paperwork and streamline operations, resource sharing among administrative departments, and the use of distance learning technologies.

ASSESSMENT OF PERFORMANCE ON ACCOUNTABILITY INDICATORS COMMUNITY COLLEGES

Institution		Achieved Goal		Achieved 90 Percent of Goal		Less than 90 Percent of Goal		
		Number	Percent of total	Number	Percent of total	Number	Percent of total	Total Indicators
Allegany								
	Quality	3	75%	1	25%	0	0%	4
	Effectiveness	7	64%	2	18%	2	18%	11
	Access	1	33%	0	0%	2	67%	3
	Diversity	3	38%	2	25%	3	38%	8
	Efficiency	3	75%	1	25%	0	0%	4
Allegany Total		17	57%	6	20%	7	23%	30
Anne Arundel								
	Quality	1	25%	3	75%	0	0%	4
	Effectiveness	2	25%	4	50%	2	25%	8
	Access	3	100%	0	0%	0	0%	3
	Diversity	6	75%	2	25%	0	0%	8
	Efficiency	1	25%	1	25%	2	50%	4
Anne Arundel Total		13	48%	10	37%	4	15%	27
Baltimore City								
	Quality	3	75%	1	25%	0	0%	4
	Effectiveness	3	25%	4	33%	5	42%	12
	Access	2	67%	1	33%	0	0%	3
	Diversity	3	38%	3	38%	2	25%	8
	Efficiency	0	0%	1	25%	3	75%	4
Baltimore City Total		11	35%	10	32%	10	32%	31
CCBC								
	Quality	2	50%	2	50%	0	0%	4
	Effectiveness	7	47%	4	27%	4	27%	15
	Access	2	100%	0	0%	0	0%	2
	Diversity	4	50%	1	13%	3	38%	8
	Efficiency	1	25%	1	25%	2	50%	4
CCBC-Total		16	48%	8	24%	9	27%	33

ASSESSMENT OF PERFORMANCE ON ACCOUNTABILITY INDICATORS
COMMUNITY COLLEGES

Institution		Achieved Goal		Achieved 90 Percent of Goal		Less than 90 Percent of Goal		
		Number	Percent of total	Number	Percent of total	Number	Percent of total	Total Indicators
Carroll								
	Quality	4	100%	0	0%	0	0%	4
	Effectiveness	2	40%	2	40%	1	20%	5
	Access	2	67%	1	33%	0	0%	3
	Diversity	2	29%	1	14%	4	57%	7
	Efficiency	2	50%	1	25%	1	25%	4
Carroll Total		12	52%	5	22%	6	26%	23
Cecil								
	Quality	1	25%	2	50%	1	25%	4
	Effectiveness	2	40%	3	60%	0	0%	5
	Access	2	67%	1	33%	0	0%	3
	Diversity	2	25%	0	0%	6	75%	8
	Efficiency	0	0%	1	25%	3	75%	4
Cecil Total		7	29%	7	29%	10	42%	24
Chesapeake								
	Quality	3	75%	1	25%	0	0%	4
	Effectiveness	4	67%	1	17%	1	17%	6
	Access	2	67%	1	33%	0	0%	3
	Diversity	5	63%	0	0%	3	38%	8
	Efficiency	3	75%	1	25%	0	0%	4
Chesapeake Total		17	68%	4	16%	4	16%	25
College of Southern MD								
	Quality	2	50%	2	50%	0	0%	4
	Effectiveness	1	20%	4	80%	0	0%	5
	Access	2	67%	1	33%	0	0%	3
	Diversity	2	25%	4	50%	2	25%	8
	Efficiency	4	100%	0	0%	0	0%	4
CSM Total		11	46%	11	46%	2	8%	24

ASSESSMENT OF PERFORMANCE ON ACCOUNTABILITY INDICATORS COMMUNITY COLLEGES

Institution		Achieved Goal		Achieved 90 Percent of Goal		Less than 90 Percent of Goal		
		Number	Percent of total	Number	Percent of total	Number	Percent of total	Total Indicators
Frederick								
	Quality	1	25%	3	75%	0	0%	4
	Effectiveness	3	38%	4	50%	1	13%	8
	Access	0	0%	2	67%	1	33%	3
	Diversity	3	38%	1	13%	4	50%	8
	Efficiency	2	50%	2	50%	0	0%	4
Frederick Total		9	33%	12	44%	6	22%	27
Garrett								
	Quality	3	75%	0	0%	1	25%	4
	Effectiveness	2	50%	0	0%	2	50%	4
	Access	1	33%	2	67%	0	0%	3
	Diversity	2	25%	0	0%	6	75%	8
	Efficiency	3	75%	1	25%	0	0%	4
Garrett Total		11	48%	3	13%	9	39%	23
Hagerstown								
	Quality	3	75%	1	25%	0	0%	4
	Effectiveness	0	0%	3	60%	2	40%	5
	Access	3	100%	0	0%	0	0%	3
	Diversity	3	38%	1	13%	4	50%	8
	Efficiency	2	50%	0	0%	2	50%	4
Hagerstown Total		11	46%	5	21%	8	33%	24
Harford								
	Quality	2	50%	2	50%	0	0%	4
	Effectiveness	1	17%	4	67%	1	17%	6
	Access	1	33%	2	67%	0	0%	3
	Diversity	4	50%	2	25%	2	25%	8
	Efficiency	1	25%	1	25%	2	50%	4
Harford Total		9	36%	11	44%	5	20%	25

ASSESSMENT OF PERFORMANCE ON ACCOUNTABILITY INDICATORS COMMUNITY COLLEGES

Institution	Achieved Goal		Achieved 90 Percent of Goal		Less than 90 Percent of Goal		
	Number	Percent of total	Number	Percent of total	Number	Percent of total	Total Indicators
Howard							
Quality	4	100%	0	0%	0	0%	4
Effectiveness	0	0%	5	71%	2	29%	7
Access	3	100%	0	0%	0	0%	3
Diversity	5	63%	2	25%	1	13%	8
Efficiency	3	75%	1	25%	0	0%	4
Howard Total	15	58%	8	31%	3	12%	26
Montgomery							
Quality	2	50%	2	50%	0	0%	4
Effectiveness	5	63%	3	38%	0	0%	8
Access	1	33%	2	67%	0	0%	3
Diversity	5	63%	3	38%	0	0%	8
Efficiency	2	50%	2	50%	0	0%	4
Montomery Total	15	56%	12	44%	0	0%	27
Prince George's							
Quality	3	75%	1	25%	0	0%	4
Effectiveness	2	22%	5	56%	2	22%	9
Access	2	67%	1	33%	0	0%	3
Diversity	2	25%	2	25%	4	50%	8
Efficiency	2	50%	1	25%	1	25%	4
Prince George's Total	11	39%	10	36%	7	25%	28
Wor-Wic							
Quality	2	50%	2	50%	0	0%	4
Effectiveness	5	71%	1	14%	1	14%	7
Access	1	33%	2	67%	0	0%	3
Diversity	3	38%	4	50%	1	13%	8
Efficiency	3	75%	1	25%	0	0%	4
Wor-Wic Total	14	54%	10	38%	2	8%	26

ASSESSMENT OF PERFORMANCE ON ACCOUNTABILITY INDICATORS
COMMUNITY COLLEGES

Institution	Achieved Goal		Achieved 90 Percent of Goal		Less than 90 Percent of Goal		
	Number	Percent of total	Number	Percent of total	Number	Percent of total	Total Indicators
Community Colleges							
Quality	39	61%	23	36%	2	3%	64
Effectiveness	46	38%	49	40%	26	21%	121
Access	28	60%	16	34%	3	6%	47
Diversity	54	43%	28	22%	45	35%	127
Efficiency	32	50%	16	25%	16	25%	64
Community Colleges Total	199	47%	132	31%	92	22%	423

Notes:

(1) All licensure exam indicators are counted separately.

(2) The total excludes additional institutional specific indicators.

ASSESSMENT OF PERFORMANCE ON ACCOUNTABILITY INDICATORS FOUR-YEAR PUBLIC INSTITUTIONS

Institution	Achieved Goal		Achieved 90 Percent of Goal		Less than 90 Percent of Goal		
	Number	Percent	Number	Percent	Number	Percent	Total Number
Bowie							
Quality	2	40%	1	20%	2	40%	5
Effectiveness	0	0%	3	43%	4	57%	7
Access	3	75%	1	25%	0	0%	4
Diversity	6	60%	1	10%	3	30%	10
Efficiency	0	0%	1	25%	3	75%	4
Bowie Total	11	37%	7	23%	12	40%	30
Coppin							
Quality	2	40%	0	0%	3	60%	5
Effectiveness	3	43%	3	43%	1	14%	7
Access	2	50%	1	25%	1	25%	4
Diversity	5	50%	2	20%	3	30%	10
Efficiency	1	25%	1	25%	2	50%	4
Coppin Total	13	43%	7	23%	10	33%	30
Frostburg							
Quality	1	20%	1	20%	3	60%	5
Effectiveness	3	50%	3	50%	0	0%	6
Access	4	100%	0	0%	0	0%	4
Diversity	7	70%	2	20%	1	10%	10
Efficiency	1	25%	1	25%	2	50%	4
Frostburg Total	16	55%	7	24%	6	21%	29

ASSESSMENT OF PERFORMANCE ON ACCOUNTABILITY INDICATORS
FOUR-YEAR PUBLIC INSTITUTIONS

Institution	Achieved Goal		Achieved 90 Percent of Goal		Less than 90 Percent of Goal		
	Number	Percent	Number	Percent	Number	Percent	Total Number
Salisbury							
Quality	0	0%	2	40%	3	60%	5
Effectiveness	5	71%	2	29%	0	0%	7
Access	3	75%	0	0%	1	25%	4
Diversity	2	20%	3	30%	5	50%	10
Efficiency	1	25%	2	50%	1	25%	4
Salisbury Total	11	37%	9	30%	10	33%	30
Towson							
Quality	2	40%	0	0%	3	60%	5
Effectiveness	6	67%	2	22%	1	11%	9
Access	3	75%	1	25%	0	0%	4
Diversity	4	40%	3	30%	3	30%	10
Efficiency	2	50%	0	0%	2	50%	4
Towson Total	17	53%	6	19%	9	28%	32
UB							
Quality	1	20%	3	60%	1	20%	5
Effectiveness	0	0%	2	67%	1	33%	3
Access	1	25%	2	50%	1	25%	4
Diversity	6	75%	0	0%	2	25%	8
Efficiency	1	25%	1	25%	2	50%	4
Institutional specific	0	0%	0	0%	1	100%	1
UB Total	9	38%	8	33%	7	29%	24

ASSESSMENT OF PERFORMANCE ON ACCOUNTABILITY INDICATORS
FOUR-YEAR PUBLIC INSTITUTIONS

Institution	Achieved Goal		Achieved 90 Percent of Goal		Less than 90 Percent of Goal		
	Number	Percent	Number	Percent	Number	Percent	Total Number
UMB							
Quality	6	16%	7	19%	24	65%	37
Effectiveness	5	33%	9	60%	1	7%	15
Access	10	71%	3	21%	1	7%	14
Diversity	3	60%	2	40%	0	0%	5
Efficiency	5	56%	1	11%	3	33%	9
UMB Total	29	36%	22	28%	29	36%	80
UMBC							
Quality	2	25%	3	38%	3	38%	8
Effectiveness	4	36%	6	55%	1	9%	11
Access	1	25%	2	50%	1	25%	4
Diversity	7	70%	3	30%	0	0%	10
Efficiency	2	50%	1	25%	1	25%	4
UMBC Total	16	43%	15	41%	6	16%	37
UMCP							
Quality	4	50%	2	25%	2	25%	8
Effectiveness	2	40%	3	60%	0	0%	5
Access	2	50%	2	50%	0	0%	4
Diversity	4	40%	4	40%	2	20%	10
Efficiency	3	75%	0	0%	1	25%	4
UMCP Total	15	48%	11	35%	5	16%	31

ASSESSMENT OF PERFORMANCE ON ACCOUNTABILITY INDICATORS FOUR-YEAR PUBLIC INSTITUTIONS

Institution	Achieved Goal		Achieved 90 Percent of Goal		Less than 90 Percent of Goal		
	Number	Percent	Number	Percent	Number	Percent	Total Number
UMES							
Quality	0	0%	2	40%	3	60%	5
Effectiveness	5	63%	2	25%	1	13%	8
Access	2	50%	0	0%	2	50%	4
Diversity	6	60%	2	20%	2	20%	10
Efficiency	1	25%	2	50%	1	25%	4
UMES Total	14	45%	8	26%	9	29%	31
UMUC							
Quality	2	100%	0	0%	0	0%	2
Effectiveness	2	67%	0	0%	1	33%	3
Access	5	71%	1	14%	1	14%	7
Diversity	5	83%	1	17%	0	0%	6
Efficiency	2	67%	0	0%	1	33%	3
UMUC Total	16	76%	2	10%	3	14%	21
Morgan							
Quality	2	40%	3	60%	0	0%	5
Effectiveness	3	60%	1	20%	1	20%	5
Access	1	33%	1	33%	1	33%	3
Diversity	8	80%	2	20%	0	0%	10
Efficiency	0	0%	1	25%	3	75%	4
Morgan Total	14	52%	8	30%	5	19%	27

ASSESSMENT OF PERFORMANCE ON ACCOUNTABILITY INDICATORS
FOUR-YEAR PUBLIC INSTITUTIONS

Institution	Achieved Goal		Achieved 90 Percent of Goal		Less than 90 Percent of Goal		
	Number	Percent	Number	Percent	Number	Percent	Total Number
St. Mary's							
Quality	3	60%	1	20%	1	20%	5
Effectiveness	1	25%	3	75%	0	0%	4
Access	2	100%	0	0%	0	0%	2
Diversity	6	75%	2	25%	0	0%	8
Efficiency	4	100%	0	0%	0	0%	4
St. Mary's Total	16	70%	6	26%	1	4%	23
Four-Year Public*							
Quality	27	27%	25	25%	48	48%	100
Effectiveness	39	43%	39	43%	12	13%	90
Access	39	63%	14	23%	9	15%	62
Diversity	69	59%	27	23%	21	18%	117
Efficiency	23	41%	11	20%	22	39%	56
Total	197	46%	116	27%	112	26%	425

Notes:

(1) All licensure exam and average salary by rank indicators are counted separately.

(2) The total for the four-year institutions excludes additional institutional specific indicators.

RECOMMENDATIONS TO THE GOVERNOR AND GENERAL ASSEMBLY

Maryland's accountability process, with specific performance indicators and measurable benchmarks, provides the Governor and the General Assembly with a comprehensive picture of how well public higher education is serving the state. The Commission believes that the current report fulfills that objective. It provides a look at the progress that Maryland's public colleges and universities have made toward achieving the goals that they have set for themselves, identifies specific areas in which the campuses need to improve their performance, and relates the explanations given and actions taken by the institutions on each of these.

The Maryland Higher Education Commission recommends the following actions this year to encourage the institutions to achieve their accountability goals.

The appropriate committees or subcommittees of the General Assembly should hold hearings on the 2000 performance accountability report and identify the areas of performance that are of greatest concern to legislators.

This year's performance accountability report is a transition document insofar as the indicators and benchmarks for both the two- and four-year campuses will change markedly in 2001. Hence, this report essentially wraps up the current process by examining the number and percentage of indicators for which each public institution either achieved its benchmark or came within 10 percent of its goal. This provides a clear picture as to the extent to which each campus has been successful at meeting or nearly meeting its self-established accountability objectives. Further, institutions were asked to provide explanations for their performance on indicators for which their achievement has been lagging and/or to identify actions that they have taken to remedy the situation. This document contains each of these areas of inquiry and the particular responses from the campuses. The perspective of legislators about the areas of accountability that are in greatest need of attention by Maryland public higher education would be of great value in directing the resources and energies of the State's colleges and universities. This is precisely the reason that the General Assembly established a performance accountability process for higher education, and the insights of lawmakers would be a valuable addition at this point.

The Governor should include, and the General Assembly should approve, strategic incentive funds in the FY 2002 budget that the Maryland Higher Education Commission would distribute to public colleges and universities in the State.

S.B. 682, which passed the General Assembly in its 1999 session, granted the Commission the authority to distribute strategic incentive funds directly to higher education institutions to encourage attainment of the goals and priorities set forth in the state plan. This is the first time that the Commission has had this power. The

Governor was asked to include an appropriation in the operating budget for this purpose beginning in FY 2001. Having a pool of funds for strategic grants would provide the state plan with the "teeth" to enforce statewide goals for higher education for which many legislators called during the Larson Task Force deliberations. It would give the Commission the ability to target educational and economic development priorities desired by both the Governor and the General Assembly. One of the strategies in *Maryland State Plan for Postsecondary Education 2000* calls for the State to "provide incentive funds to postsecondary institutions to encourage the achievement of accountability benchmarks."

Strategic incentive funding would also strengthen the accountability process, since many of the indicators measure outcomes and outputs that reflect state plan priorities. This will become especially true with the adoption of the new process next year which emphasizes outcomes-related measures even more heavily. With strategic funding, these accomplishments could be financially rewarded by "above the base" grants administered by the Commission. One of the main purposes of establishing an accountability process with key indicators and benchmarks was to link accountability with planning and budgeting. The Commission believes that a system of strategic incentive funding, as provided by SB 682, is superior to the forms of performance funding and budgeting that have been adopted in other states.

TARGETED INDICATORS AND CAMPUS RESPONSE

COMMUNITY COLLEGES

TARGETED INDICATORS AND CAMPUS RESPONSES

ALLEGANY COLLEGE OF MARYLAND

Explanation Required

Four-Year Transfer/Graduation Rate

Commission assessment: Allegany's benchmark is 46 percent. But the four-year transfer/graduation rate in the most recent cohort is just 37.5 percent, down from 44 percent in the previous class.

Campus response: This outcome is the result of several different factors. First, as the College continues to grow into a regional institution, it draws an increasing proportion (now 43 percent) of its enrollment from out-of-state. Because non-graduating non-resident transfer students are more likely to transfer to out-of-state schools, they are not reflected in Maryland institution transfer figures used to compute this indicator. Regardless, the College continues to develop articulation agreements with other colleges and universities and now offers several distance learning programs on campus in cooperation with a number of four-year schools. Second, the College recognizes that it enrolls an increasing proportion of students who are academically under-prepared (as indicated by low placement test scores) and who are at increased risk of not completing a degree. Because of this trend, the College is responding with more aggressive holistic developmental strategies such as a newly instituted "Learning Community Project" to deal with the problems of retaining at-risk students. This innovative project is faculty-based and involves redesigning curricula, developing applications/problem solving based instructional approaches, identifying assessment techniques that measure learning outcomes, and adopting collaborative learning and other effective teaching approaches to transform the way faculty teach and relate to each other and to students. Finally, because of the more buoyant regional job market, more students are electing to defer their degrees in order to earn additional income.

Continued Monitoring Required; Explanation Optional

Percent of County Population Served

Commission assessment: Allegany's benchmark is 60 percent. But the proportion of its student body from Allegany County has fallen from 57 percent to 52 percent in the past four years.

Campus response: This indicator is expected to rebound because of several new campus initiatives such as the construction of on-campus student apartments, the expansion/movement of its hospitality programs to a new downtown location, new program and course offerings, and improvements in student admissions and registration procedures. Another important development which should significantly affect county resident enrollment is the creation of a "Gilpen Freshman Award" which is available to recent high school graduates with a cumulative grade point average of 3.0 or higher. This scholarship pays one-half of the in-county tuition costs to graduates of high schools located in Allegany County.

Percent African American of Full-Time Faculty

Commission assessment: Allegany's benchmark is 2.0 percent. But no African Americans have been employed as full-time faculty at the college in the past four years.

Campus response: The College recognizes the need to increase minority representation in the faculty and administrative ranks, but it has been a difficult task. Statistics available through the State of Maryland indicate a limited pool of qualified minority applicants in this geographical area, the college efforts to attract candidates have not been successful. The problem is exacerbated by the fact that qualified candidates from other areas are unable or unwilling to relocate to this geographical area given the non-competitive salaries the College is able to offer as compared to what qualified minority candidates are able to secure in other areas of the State and county. Another reason the benchmarks have not yet been met is that the College has a relatively low rate of full-time faculty and staff turnover. Most faculty and administrative vacancies occur as a result of retirements and, therefore, opportunities to fill full-time positions are infrequent. For example, only two full-time faculty positions were vacated last year. However, the College anticipates a larger number of vacancies within the next two years as faculty who were hired when the campus was established in 1969 reach retirement age. This should present more opportunities for hiring qualified minorities.

Percent African American of Full-Time Executive/Managerial

Commission assessment: Allegany's benchmark is 2.0 percent. But no African Americans have been employed as full-time executive/managerial staff in the past four years.

Campus response: Same as above.

ANNE ARUNDEL COMMUNITY COLLEGE

Explanation Required

Four-Year Transfer/Graduation Rate of All Minorities

Commission assessment: Anne Arundel's benchmark is 25 percent. But the transfer/graduation rate of all minority students has fallen steadily from 31 percent to 21 percent during the past four years.

Campus response: The entire college continues to be concerned with the gap between the graduation/transfer rates of African-American and all minority students with that of the entire population. As described in the College's 1999 *Minority Achievement Report*, the College initiated many new programs to address this on-going concern. These efforts helped to achieve a four-year success rate of 27.6 percent for all minority students—exceeding the benchmark.

Dollars in Endowment Value

Commission assessment: Anne Arundel's benchmark is $2.6 million. Although the College's endowment has steadily risen during the past four years to $1.6 million, it remains far short of its goal.

Campus response: The endowment value is well on the way to meeting the benchmark in part due to diversified investment strategies.

Continued Monitoring Required; Explanation Optional

Dollars in Private Giving

Commission assessment: Anne Arundel's benchmark is $1 million. But it had reached only one-third of that level in FY 1998, and the amount in private giving has steadily dropped in the past three years.

Campus response: The College is in the process of a feasibility study and plans for a major gift campaign to begin the next year to increase its private giving efforts. In FY 1999, private giving increased by approximately $100,000 over FY 1998.

BALTIMORE CITY COMMUNITY COLLEGE

Continued Monitoring Required; Explanation Optional

Second Year Retention Rates

Commission assessment: Baltimore City's benchmark is 65 percent. But the second year retention rate of its new full-time, degree-seeking students was only 57 percent in the latest cohort.

Campus response: BCCC has many activities underway to address the retention of students. In 1998, the College designated the Quality Circle on Retention to identify barriers to student retention and to stimulate, coordinate and monitor efforts to address and improve student persistence. The Quality Circle focused on reengineering BCCC's developmental education process with the goal of increasing retention generally. As a result, BCCC implemented learning communities. Learning communities are designed specifically to increase the pass rate in developmental English and consist of a group of students co-enrolled in two or more courses that continue on together for four semesters under the guidance of a mentor. This year, the Student Council on Retention has been established to review and follow-up on the College's retention initiatives. Additionally, a new plan for academic advising has been implemented to reduce the advisor-to-student ratio and enhance the frequency and quality of contact in the advisement process. In fall 2000, a computerized Goal Attainment Plan will be implemented to help ensure that no student registers for courses without seeing an advisor. Specialized support services include the Positive Men's and Women of Strength programs and the Retention Services Center. The Center focuses on increasing the retention of high risk students in selected career programs through specialized counseling, academic advising, personal development seminars, and faculty consultations. Other initiatives from the College's Student Development Unit include personal and case management programs. Strong linkages between classroom activities and counseling and library services remained a focus particularly in BCCC's freshman orientation course.

Four-Year Transfer/Graduation Rate

Commission assessment: Baltimore City's benchmark is 30 percent. But the four-year transfer/graduation rate of its full-time, degree-seeking students was only 17 percent in the most recent cohort and never above 23 percent in the past four years.

Campus response: At BCCC, successful completion of all required developmental courses is the greatest challenge in terms of retention and graduation. An extremely high proportion of entering students require extensive developmental coursework. Therefore, the majority of BCCC students need more than two years to complete an associate degree thereby decreasing the likelihood of graduation and/or transfer. Given these challenges, BCCC implemented special summer initiatives to prepare these students who need to develop their skills in English, mathematics and reading. BCCC's Summer Academic Institute provides course work in English or reading, mathematics, computer literacy, and an orientation to college. As part of this program, students develop a support system through the establishment of a learning community. While the four-year graduation rate declined, BCCC is hopeful that the retention efforts mentioned above combined with new articulation agreements will increase this rate.

Number of Students Transferring to Public Four-Year Institutions

Commission assessment: Baltimore City's benchmark is 350. However, the number of students who transferred to public four-year institutions has fluctuated between 253 and 334 during the past four years.

Campus response: Same as above.

Four-Year Transfer/Graduation Rate of African American Students

Commission assessment: Baltimore City's benchmark is 30 percent. But the four-year transfer/graduation rate of its African American students has fluctuated between 16 percent and 22 percent during the past four cohorts.

Campus response: Major initiatives underway to enhance these students' success include the Task Force on the Recruitment and Retention of African-American Males, the freshman orientation course designed for African-American males, and other retention initiatives described earlier.

Four-Year Transfer/Graduation Rate of All Minorities

Commission assessment: Baltimore City's benchmark is 30 percent. But the four-year transfer/graduation rate of all minority students has steadily declined from 22 percent to 16 percent during the past four cohorts.

Campus response: Same as above.

Dollars in Endowment Value

Commission assessment: Baltimore City's benchmark is $300,000. However, it achieved just a little more than one third of this amount in FY 1998.

Campus response: BCCC has seen steady increases in its endowment value since FY 1996.

CARROLL COMMUNITY COLLEGE

Explanation Required

Percentage All Minorities of Total Headcount Enrollment

Commission assessment: Carroll's benchmark is 6.0 percent. However, minorities constituted just 4.0 percent of its enrollment in 1998--the lowest figure in the past four years.

Campus response: As the College puts increased emphasis on recruitment of new students, the increased diversity of the student body will remain a goal. The small size of Carroll's full-time minority student population makes measurement of minority student achievement problematic. For example, of the 1993, 1994, and 1995 cohorts of first time, full-time students, five or fewer per year were African-Americans. These small sample sizes are extremely sensitive to change, can result in great fluctuations in success rates, and preclude meaningful analysis.

Continued Monitoring Required; Explanation Optional

Percent African American of Full-Time Faculty

Commission assessment: Carroll's benchmark is 2.2 percent. But African Americans have comprised none of the college's full-time faculty for the past four years.

Campus response: As indicated in its 1999 *Minority Achievement Report*, ethnic diversity is a concern for the College. The ethnic composition of the county continues to pose a challenge, as it provides a relatively small market from which the College may draw minority employees or students. To increase the number of minority applicants, the College began advertising all professional and administrative positions in *Black Issues in Higher Education* in summer 1999 and began national searches for faculty positions. Given the short period of time between the implementation of this strategy and the collection of the data in fall 1999, along with the relatively small number of new administrative/professional/faculty hires per year, the impact of this effort cannot yet be seen.

Percent African American of Full-Time Executive/Managerial

Commission assessment: Carroll's benchmark is 4.0 percent. But Carroll employed no African Americans in this capacity in the three of the past four years. In the other year, 0.5 percent of the full-time executive/managerial staff were African American.

Campus response: Same as above.

CECIL COMMUNITY COLLEGE

Continued Monitoring Required; Explanation Optional

Four-Year Transfer/Graduation Rate

Commission assessment: Cecil's benchmark is 30 percent. However the transfer/graduation rate of new full-time, degree-seeking students has slipped from 32 percent to 23 percent during the past four cohorts.

Campus response: Although the 31.5 percent graduation rate for Cecil in the latest cohort now exceeds the benchmark, this number will vary annually due to Cecil's geographic location because its students can easily transfer and commute to nearby interstate colleges. Last year, the College hosted the first annual county College Transfer Night which should have a positive influence on the number of students transferring to Maryland colleges.

Percent African American of Total Headcount Enrollment

Commission assessment: Cecil's benchmark is 5 percent. But the proportion of African Americans has fluctuated between 2.9 percent and 3.3 percent during the past four years.

Campus response: The fall 1999 enrollment shows 4.4 percent which shows an overall improvement towards the benchmark of 5 percent which reflects the county distribution. It is also notable that African-American enrollment in non credit courses has reached 10 percent. The college has increased partnerships with the public schools to target minority students at the middle school level through the "Grow Your Own" and the "Each One Reach One Teach One" programs. Both programs include repeated on-campus visits to increase the comfort level and familiarity of students with the campus.

Percent African American of Full-Time Faculty

Commission assessment: Cecil's benchmark is 5.0 percent. While the percentage which African Americans comprise of its full-time faculty has steadily inched up from 2.3 percent to 2.7 percent during the past four years, this is still far short of the college's goal.

Campus response: The Minority Student Services Advisory Board formed a subcommittee that made recommendations to enhance the hiring process to attract African-American full-time faculty. These procedures were adopted in FY 1999.

Percent African American of Full-Time Executive/Managerial

Commission assessment: Cecil's benchmark is 5 percent. But it has not employed any African Americans as full-time executive/managerial staff in the past four years.

Campus response: Cecil reports five positions in the executive/managerial category. The Minority Services Advisory Board formed a subcommittee that made recommendations to enhance the hiring process to attract African-American full-time employees. These procedures were adopted in FY 1999

Percent Women of Full-Time Executive/Managerial

Commission assessment: Cecil's benchmark is 51 percent. But women have constituted just 40 percent of the executive/managerial staff for the last three years.

Campus response: Cecil reports five positions in the executive/managerial category and considers a result of 40 percent acceptable.

Four-Year Transfer/Graduation Rate of All Minorities

Commission assessment: Cecil's benchmark is 30 percent. However, the transfer/graduation rate of all minority students has fallen from 46 percent to 17 percent during the past four years.

Campus response: Since the number of minority students at Cecil is so small, the number of these students who go on to four-year colleges is in the single digits. The value of this statistic is therefore extremely limited given the low population involved.

CHESAPEAKE COLLEGE

Explanation Required

Percent African American of Full-Time Faculty

Commission assessment: Chesapeake's benchmark is 10 percent. While the percentage which African Americans constitute of its full-time faculty has risen from 3.0 percent to 7.0 percent during the past four years, the college remains far short of its goal.

Campus response: The hiring of one more African-American faculty member would bring the percentage to about 9 percent and the hiring of two more to almost 11 percent. With only 46 full-time faculty positions, however, vacancies occur only rarely. The College had no retirements and only one resignation, in the nursing department, during 1999-2000. As openings occur, however, the College will use the proactive strategies (including expanded advertising and increased resources) identified in its 1998-1999 review of recruitment practices and also cover in the 1999 *Minority Achievement Report*.

Continued Monitoring Required; Explanation Optional

Percent African American of Full-Time Executive/Managerial

Commission assessment: Chesapeake's benchmark is 10 percent. But none of its executive/managerial staff during the past four years have been African Americans.

Campus response: The College made significant progress during AY 1999-2000. The College is now at 7.7 percent. Employing one more African-American would take the College beyond the benchmark to 15 percent.

Percent Women of Full-Time Executive/Managerial

Commission assessment: Chesapeake's benchmark is 50 percent. But the proportion of women in executive/managerial positions at the college in 1998 was just 25 percent--the lowest figure in four years.

Campus response: The proportion has grown to 38.5 percent in 1999-2000. This increase came about through an expanded advertising campaign and aggressive recruitment and resulted in the hiring of two women during 1999-2000.

COMMUNITY COLLEGE OF BALTIMORE COUNTY

Explanation Required

Four-Year Transfer/Graduation Rate

Commission assessment: Baltimore County's benchmark is 35 percent. But the four-year transfer/graduation rate has declined steadily in the past three cohorts from 34 percent to 30 percent.

Campus response: The benchmark may still be reachable given renewed retention efforts. Our Enrollment Management Team, composed of representatives from student services and instruction, have been at work for the last four years attempting to identify and overcome factors that may be contributing to our inability to move CCBC to the next level of retention and graduation.

Continuing Education Registrations

Commission assessment: Baltimore County's benchmark is 80,743. But its continuing education (non-credit) registrations have dropped steadily from 82,238 to 67,560 during the past four years.

Campus response: The Continuing Education program at CCBC has the highest student to resident population ratio of any such program in Maryland. Registrations over the last five years have averaged over 70,000 per year. Participation at higher levels is very dependent upon volatile business contracts, programming cost issues, and new site opportunities in the community. In FY 1999, ESOL, adult basic education, and economic development training have boosted CE enrollment to 90,000 plus. The loss of key contacts for training may cause this to decline somewhat in the future but important access to training remains strong.

Percent African American of Full-Time Executive/Managerial

Commission assessment: Baltimore County's benchmark is 14 percent. But African Americans have constituted just 11 percent of the full-time executive/managerial staff at the college in three of the past four years.

Campus response: In fall 1999, 10 of the 94 positions that CCBC identifies as executive/managerial were held by African-Americans. These 10 positions included the Chancellor and two of the three campus presidents. Since fall 1999, several key searches have resulted in additional racial diversity of key managerial positions. However, despite the addition of minority administrators and managers over the past few years, the College has experienced competition for such top administrators and has lost key African-American administrators to the University System of Maryland and other four-year campuses. It is expected that the benchmark will be exceeded by fall 2001.

Four-Year Transfer/Graduation Rate of African Americans

Commission assessment: Baltimore County's benchmark is 24 percent. However, the transfer/graduation rate of African Americans has fluctuated between 15 and 19 percent during the past four cohorts.

Campus response: For this particular group of students, their preparation prior to college, their progress in the first year of courses, and their progress toward degrees and transfer, are the focus of a number of advising and support programs at CCBC. Since so many of CCBC's graduates are African-American, the slow pace that this particular group of entering students has made towards degree and transfer goals is an issue that the Retention Committee is addressing.

Four-Year Transfer/Graduation Rate of All Minorities

Commission assessment: Baltimore County's benchmark is 25 percent. However, the transfer/graduation rate of all minorities has declined over the past three cohorts from 23 percent to 21 percent.

Campus response: African-American students, who make up 417 students in this cohort of 512 starting students, are a major target for a series of support programs to increase retention, graduation and transfer rates. Asian students graduate and transfer at rates that closely parallel majority students. However, there is some evidence that these students are also taking longer to achieve their education goals as they too match job and family obligations. It is unclear whether the benchmark can be reached since early tracking of this 1997 group already indicates an emerging enrollment pattern of more frequent stop-outs and a pattern of more part-time enrollment after the initial semester of full-time enrollment.

FREDERICK COMMUNITY COLLEGE

Explanation Required

Second Year Retention Rate

Commission assessment: Frederick's benchmark is 73 percent. But the second-year retention rate of its full-time degree-seeking students dropped from 72 percent to 66 percent in the last cohort.

Campus response: FCC's second year retention rate (71 percent) for the 1998 cohort ranked first among Maryland community colleges. The retention rate has increased from 65.6 percent for the 1997 cohort to 71.4 percent for 1998 and is 2.6 percent lower than the benchmark.

Continuing Education Registrations

Commission assessment: Frederick's benchmark is 10,955. Although the number of these registrations have increased from 5,303 to 6,847 during the past three years, the college remains considerably below its goal.

Campus response: As of May 31, 2000, enrollment was at 9,893 and is expected to exceed 10,400 by June 30, 2000. Achieving our benchmark will require a 5 percent increase next year. We anticipate achieving this goal based on the recent past strong enrollment growth we have enjoyed.

Percent African American of Total Headcount Enrollment

Commission assessment: Frederick's benchmark is 8.0 percent. Although the percentage which African Americans make up of Frederick's headcount enrollment has inched up steadily from 6.0 percent to 6.2 percent during the past four years, the college still trails in achieving its goal.

Campus response: The enrollment of African-American students has been increasing since fall 1996 from 6.1 percent to 7.6 percent in fall 1999, almost reaching the benchmark. The College implemented a comprehensive Enrollment Development and Management Plan in 1997 that included a wide variety of recruitment/outreach strategies (high visitations, participation in college and professional/human resource fairs, and open house program for high school seniors). These activities have continued and additional strategies targeted to increasing minority student enrollment have been developed. Staff from the Office of Multicultural Student Support Services has worked very closely with the College's coordinator of recruitment to enhance the recruitment of minority students. Specific recruitment/outreach targeted to prospective minority students planned for FY 2001 include: 1) hosting an open house/information night for African-American students in collaboration with the local NAACP chapter; 2) hosting an open house/information night for Latino/Hispanic students in collaboration with the Hispanic Concerns Committee; 3) conducting campus visits for civic and service clubs and organizations; 4) placing articles about FCC and its programs and services in the Housing Chronicle, a newsletter for the public housing areas in Frederick; 5) enhancing personal contact to prospective minority students; 6) continuation participation in programs sponsored by local African-American churches; and 7) expansion of Middle to High School Transition Program to other middle schools in the county.

Continued Monitoring Required; Explanation Optional

Percent African American of Full-Time Faculty

Commission assessment: Frederick's benchmark is 8.0 percent. But the percentage of its full-time faculty who are African American has dropped in the past four years from 4.1 percent to 2.9 percent.

Campus response: A campus Diversity Committee and Community Advisory Committee for Diversity have been working for the past two years to enhance the diversity at FCC. Two of the goals related to the MHEC accountability indicators as to diversifying the student population through recruitment and retention and increasing the diversity of faculty and staff.

Percent African American of Full-Time Executive/Managerial

Commission assessment: Frederick's benchmark is 8.0 percent. But African Americans have not held any full-time executive/managerial positions at the college in the past four years.

Campus response: In 1998, FCC hired a Hispanic man as Director of Instructional Technology and in January 2000 hired an African-American woman as Director of Diversity. In addition, in August 1999, FCC hired an African-American woman as Manager of Multi-Cultural Student Support Services. Also, in July 1998, another African-American woman was hired as Coordinator of Recruitment and Outreach.

Four-Year Transfer/Graduation Rate of African Americans

Commission assessment: Frederick's benchmark is 45 percent. But the four-year transfer/graduation rate of African American students has fluctuated greatly during the past four cohorts, ranging between 15 percent and 32 percent. The figure was 24 percent in the most recent cohort.

Campus response: The transfer/graduation rate of African-American students has declined from 24 percent to 12 percent. It is important to note that this success rate is based only on three students in this cohort and makes it very difficult to drawn any inferences on such a small population.

Commission response: This cohort is actually 26 students.

Four-Year Transfer/Graduation Rate of All Minorities

Commission assessment: Frederick's benchmark is 45 percent. While the transfer/graduation rate of all minorities at Frederick has risen from 22 percent to 30 percent over the past three cohorts, the college remains considerably below its goal.

Campus response: The success rate of all minorities has stayed the same for the past two cohorts. The Office of Multicultural Student Support Services (MSSS) is responsible for the coordination of retention and graduation activities targeted to minority students. A variety of programs, activities and strategies are utilized to enhance minority student retention and graduation. During 1999-2000, the Frederick Community College Mentoring Program served 42 students, 25 of whom were African-American. Staff from the MSSS work closely with staff from the Frederick County Public Schools to provide transition services for minority students enrolling at FCC. Students in Frederick County's Maryland Tomorrow Program participate in a college transition program which focuses on applying to college, financing college, choosing a college major, and adjusting to the college environment. A new initiative begun this year was the Middle to High School Transition Program, a collaborative effort between

FCC and the public schools to enhance student transition to high school for at-risk, but academically capable, students. The students will continue to be provided support services throughout their high school years with the goal of postsecondary education upon graduation.

GARRETT COMMUNITY COLLEGE

Explanation Required

Percent Women of Full-Time Faculty

Commission assessment: Garrett's benchmark is 48 percent. But the percentage which women constitute of its full-time faculty has declined from 53 percent to 42 percent during the past three years.

Campus response: Garrett Community College is cognizant of the percentage decline of women full-time faculty. Due to the relatively small size of the faculty, a change of even one faculty member will significantly alter the male/female ratio. Garrett has retained the same female faculty members since FY 1998. The decline in percentage is exclusively due to an increase in the number of full-time faculty members at Garrett over the last three years, from 16 to 19. The three new faculty positions created were in adventure sports and natural resources and wildlife technology, programs that attract and graduate predominately men, particularly at the graduate level. Garrett is committed to hiring women in non-traditional disciplines, despite limited availability of qualified female applicants in the applicant pools.

Percent of Lower Division Credit Hours Generated by Core Faculty

Commission assessment: Garrett's benchmark is 54 percent. While the percentage of its lower division credit hours has increased from 36 percent to 44 percent during the past three years, the college remains considerably short of its goal.

Campus response: Garrett is committed to attaining its benchmark. While this benchmark has not been achieved to date, percentage increases are moving in a positive direction. In the 1998-1999 academic year, this percentage increased to 49.5 percent. Garrett is currently 4.5 percent away from achieving its benchmark and is on track with the yearly increases maintained over the past five years. Garrett is currently in the profess hiring a full-time assistant professor of juvenile justice, which will increase the number of core faculty members to 20. The College fully expects to reach this benchmark by AY 2000-2001.

Continued Monitoring Required; Explanation Optional

Percent African American of Full-Time Faculty

Commission assessment: Garrett's benchmark is 2.0 percent. But African Americans have not held any full-time faculty positions at Garrett in the past four years.

Campus response: In an effort to attract more minorities and women to our institution, the Organization and Salary Committee has been tasked with the development of a plan. Standard language that is to become part of our advertisements as well as a criterion on our search grid tool will encourage applications from individuals with the ability to contribute to the enrichment of the cultural and learning environment of the institution.

Percent African American of Full-Time Executive/Managerial

Commission assessment: Garrett's benchmark is 2 percent. But African Americans have not held any full-time executive/managerial positions at the college in the past four years.

Campus response: Same as above.

HAGERSTOWN COMMUNITY COLLEGE

Explanation Required

Second Year Retention Rate of Remedial Students

Commission assessment: Hagerstown's benchmark is 70 percent. But the second year retention rate of its remedial students has steadily declined during the past four years from 71 percent to 60 percent.

Campus response: Developmental studies have a positive impact on student achievement and retention. Though retention rates in developmental courses dropped from 1995 to 1998, the rate in 1999 increased by 5 percent to 65 percent. The increase may be the result of better integrated services and improved testing. The implementation of ACT's placement testing software, COMPASS, in 1999 allows the College to monitor and analyze the placement and subsequent progress of students in developmental courses. Further, prior to 1999, the program had been fragmented as several people shared the responsibilities for developmental studies. There is now one director in the Center for Academic Excellence, thereby facilitating the integration of the program.

Four-Year Transfer/Graduation Rate of African American Students

Commission assessment: Hagerstown's benchmark is 22 percent. However, the four-year transfer/graduation rate of African American students has steadily fallen during the past four cohorts from 25 percent to 18 percent.

Campus response: The four-year success rates of African-American students in the most recent cohort was 27.6 percent, exceeding the benchmark.

Continued Monitoring Required; Explanation Optional

Four-Year Transfer/Graduation Rate

Commission assessment: Hagerstown's benchmark is 45 percent. But the four-year transfer/graduation rate of new full-time, degree-seeking students has fluctuated between 36 percent and 39 percent during the past four cohorts.

Campus response: Only about 25 to 30 percent of Hagerstown students attend USM colleges. The proximity and financial aid packages of out-of-state colleges and universities make them an attractive choice for transfer for approximately 30 percent of Hagerstown's graduates. Looking at the developing trends in attendance and graduation, the benchmark may not be met for some time. These trends will be studied by the Enrollment Management Executive Committee.

Percent African American of Full-Time Faculty

Commission assessment: Hagerstown's benchmark is 2.0 percent. But African Americans have comprised none of its full-time faculty during the past four years.

Campus response: When positions are available, they are advertised in local and metropolitan newspapers, as well as in national minority and higher education publications, encouraging minorities to apply. Further, all search committees have an affirmative action representative to insure that hiring procedures and policies are followed.

Percent African American of Full-Time Executive/Managerial

Commission assessment: Hagerstown's benchmark is 4.0 percent. But African Americans have made up none of its full-time executive/managerial staff during the last four years.

Campus response: Same as above.

HARFORD COMMUNITY COLLEGE

Explanation Required

Four-Year Transfer/Graduation Rate

Commission assessment: Harford's benchmark is 39.5 percent. However, its four-year transfer/graduation rate was 35 percent in the most recent cohort--the lowest in the past four cohorts.

Campus response: Toward this end, an enrollment planning initiative has begun to review existing strategies and/or develop new strategies for improving student recruitment, retention, graduation and transfer. Those initiatives already adopted include academic skills assessment for all full-time degree-seeking students, a supplemental instruction program in math which gives students an opportunity to reinforce learning with a peer, establishment of a "Listening Post" designed to provide open communication and feedback from students to college administration, the issuing of academic warning grades at the mid-term of each semester for D and F grades and non-attendance, the availability of tutoring and supplemental instruction, information to students about meeting graduation requirements, and the "flagging" of students who do not meet academic progress standards for the purpose of providing them with direct intervention. Initiatives being planned for immediate implementation include a portfolio assessment for the purpose of expanding the options for earning credit for lifelong learning, a wide variety of extracurricular programs and activities to supplement the learning that occurs in the classroom, and more intensive work by academic advisors with students who are undecided regarding a major. In addition, the College plans to employ the enrollment search service of the National Student Loan Clearinghouse to further identify students who transferred to out-of-state and private institutions.

Continued Monitoring Required; Explanation Optional

Four-Year Transfer/Graduation Rate of African American Students

Commission assessment: Harford's benchmark is 39.5 percent. But the four-year transfer/graduation rate of its new full-time African-American students was less than half this figure (17 percent) for each of the past four years.

Campus response: The benchmark was set so that the retention and graduation rate of African-American students would parallel that of all students. The College is committed to improving the success rate of African-American students. Toward this end, an enrollment planning initiative has begun to review existing strategies and/or develop new strategies for improving student recruitment, retention, graduation and transfer. Specific initiatives were described above.

Four-Year Transfer/Graduation Rate of All Minorities

Commission assessment: Harford's benchmark is 39.5 percent. But the four-year transfer/graduation rate of all minority students has ranged between 17 percent and 27 percent during the past four cohorts.

Commission response: Same as above.

HOWARD COMMUNITY COLLEGE

Explanation Required

Four-Year Transfer/Graduation Rate of All Minority Students

Commission assessment: Howard's benchmark is 39 percent. However, the four-year transfer/graduation rate of all minority students has been less than 30 percent in three of the past four cohorts.

Campus response: A number of initiatives have been taken by the College to strengthen the transfer rate of all students, including minority students. A Transfer Center was established in the Office of Admissions and Advising, and two transfer fairs were held at the College during this academic year yielded the highest number of transfer institutions participating to date. Articulation agreements were established with a number of four-year institutions to ease the difficulties that students often face in transferring. The College established a web site for students interested in transferring from Howard to four-year colleges and universities. The site offers specialized transfer workshops for students interested in the teacher education and the science and technology areas. A program designed for academically motivated students who are interested in transferring continues to yield an exceptional transfer rate. The College provides academic, career and support services to students and serves populations with special needs. During this academic year, the College formed an Enrollment Management Team. This group is charged with increasing enrollment at the College by improving recruitment and retention rates among students. A subcommittee of this team is focused strictly on student retention, including the retention of minority students. It will be looking at short-term and long-term strategies to positively affect the existing retention rates, as well as the graduation rates, for students.

Dollars in Private Giving

Commission assessment: Howard's benchmark is $260,000. However, the amount of funds raised in private giving has declined in the past four years from $389,734 to $182,642.

Campus response: The methodology used for totaling the amount of private giving from FY 1995 to FY 1999 shows FY 1999 at $251,695. This is a substantial increase over FY 1998 and is more in line with Howard's benchmark. The reason for the FY 1998 figure of $182, 642 is that during this period of time the development office did not have the necessary staff and infrastructure in place to fulfill its fundraising obligations. This was due to the resignations of several key personnel. The situation has been corrected and the development office is operating with a full staff.

Continued Monitoring Required; Explanation Optional

Percent African American of Full-Time Executive/Managerial

Commission assessment: Howard's benchmark is 16 percent. But there has been a steady decline in the past four years, from 21 percent to 11.5 percent, in the proportion of African Americans who hold full-time executive/managerial positions at the college.

Campus response: Howard Community College continues to make every effort to recruit and hire an excellent and diverse faculty and staff. Efforts continue to include broad and targeted dissemination of job announcements, on-going training of search committees and supervisors, an active Diversity Committee, a requirement that a past or present Diversity Committee member sit on every search committee, and an innovative diversity program to educate employees.

Four-Year Transfer/Graduation Rate of African American Students

Commission assessment: Howard's benchmark is 39 percent. However, the four-year transfer/graduation rate of African American students has been below 20 percent in three of the past four cohorts.

Campus response: Special efforts were initiated by the College to increase the first-year retention rates, including those rates of African-American students. A program designed to retain African-American males was launched during this academic year. Starting in fall 2000, the College will enroll its first group of students in a program designed to increase the retention rate of students who have the potential to do well in college but who did not perform well academically in high school. This learning community was established to address the College's growing concern about the need to improve retention rates, particularly among African-American males. The intent is to affect the immediate term-to-term retention among the students in this cohort, with the overall goal of improving the four-year transfer/graduation rate for them.

MONTGOMERY COLLEGE

Explanation Required

Percent African American of Full-Time Executive/Managerial

Commission assessment: Montgomery's benchmark is 25 percent. But the percentage of its full-time executive/managerial staff who are African Americans was just 21 percent in 1998--the lowest in four years.

Campus response: The proportion of African-Americans in full-time managerial positions moved toward the benchmark following an increase in their proportion. This increase is a direct result of hiring opportunities and the College's commitment to diversity.

Four-Year Transfer/Graduation Rate of All Minority Students

Commission assessment: Montgomery's benchmark is 32 percent. However, the four-year transfer/graduation rate of all minority students was just 26 percent in the latest cohort--the lowest figure in the past four.

Campus response: The four-year success rate for all minority students rose its highest level in the most recent cohort and currently stands one percentage point below the target. The success the College is experiencing with its students can be attributed to the various program initiatives that are designed to enhance students' success. Therefore, the College anticipates that the benchmark will be achieved.

Continued Monitoring Required; Explanation Optional

Four-Year Transfer/Graduation Rate

Commission assessment: Montgomery's benchmark is 35 percent. However, the four-year transfer/graduation rate of new full-time, degree-seeking freshmen dropped from 33 percent to 29 percent during the past four cohorts.

Campus response: The most recent cohort shows a three percentage point increase to 32.4 percent. The increase in performance on this outcome indicator is likely the result of a myriad of program initiatives, and the implementation of these initiatives, intended to retain students and enhance their performance. These include advising and registration fairs, increased tutoring in mathematics and English as well as a host of other academic disciplines. A new initiative, the Pathway Program, supports students with the most poorly developed academic skills. In addition, the four-year success rate of Montgomery College students as reflected in this report is incomplete because it accounts only for students who transfer to colleges within the State's reporting system, while students who transfer to colleges and universities outside Maryland are reported as "dropped." Montgomery College believes that approximately 17 percent of its students transfer to colleges and universities outside of Maryland's reporting system. In spite of the exclusion of these students, the College is confident that the benchmark is achievable.

PRINCE GEORGE'S COMMUNITY COLLEGE

Explanation Required

Licensure Exam Passing Rate - Respiratory Therapy

Commission assessment: Prince George's benchmark is 90 percent. But the passing rate on the examination in 1998 was 73 percent--the lowest in four years and the first time that the college did not meet its goal.

Campus response: This decrease in passage is concerning but is probably primarily a function of a small student population.

Dollars of Endowment Value

Commission assessment: Prince George's benchmark is $1.4 million. But its endowment in the latest year was $999,490, and it has not exceeded $1.2 million in any of the past four years.

Campus response: Prince George's Community College has made a concerted effort to increase the value of the endowment. The results of this new focus have already been seen with a market increase in the dollar amount of private gifts earned in the past year. With a new development officer and an increase in the number of foundation board members, the trend in private giving should continue to increase, which will no doubt impact the endowment value.

Continued Monitoring Required; Explanation Optional

Four-Year Transfer/Graduation Rate

Commission assessment: Prince George's benchmark is 32 percent. But its four-year transfer/graduation rate for new full-time, degree-seeking students has ranged between 20 percent and 26 percent in the past four cohorts.

Campus response: This past fiscal year has seen major positive steps toward mending the issue of student retention and success. With the arrival of a new president and several key administrators, we have implemented new programs designed at supporting students from the point of application to program completion or transfer. Some of the new programs that have been put into place in the past year have been establishing formal articulation agreements with four-year campuses, creation of a transfer advisement manual that will be distributed to all advising staff, increased staffing and size of the transfer center, and programs to increase students' awareness of scholarship opportunities for transfer students.

Percent African American of Full-Time Faculty

Commission assessment: Prince George's benchmark is 25 percent. However, African Americans comprised just 15.5 percent of its full-time faculty in 1998--the lowest figure in four years.

Campus response: In fall 1999, 18.6 percent of the full-time faculty were African-American. This is the largest proportion of African-American full-time faculty in the history of the institution. Prince George's Community College is committed to making sure that the diversity of the faculty reflects that of the student population.

Four-Year Transfer/Graduation Rate of African American Students

Commission assessment: Prince George's benchmark is 20 percent. But the transfer/graduation rate of its full-time African American students has ranged between 13 percent and 17 percent in the past four cohorts.

Campus response: The College has worked this year to implement new programs in the hopes of increasing the success rates of minority students. These include the consolidation of several support programs to eliminate redundant efforts and improve coordination; a new three-credit course, Introduction to College Life; and collaboration between vocational support services staff and the career and technology staff in the public school system to provide a transition program for career technology completers.

COLLEGE OF SOUTHERN MARYLAND

Continued Monitoring Required; Explanation Optional

Four-Year Transfer/Graduation Rate of African American Students

Commission assessment: Charles' benchmark is 50 percent. However, the transfer/graduation rate of new full-time African American students has fluctuated wildly during the past four years, ranging from 8 percent to 34 percent.

Campus response: The four-year success rate of African-American students has increased to 38.7 percent with the most recent cohort. This is the highest success rate among the community colleges, according to MHEC data.

WOR-WIC COMMUNITY COLLEGE

Explanation Required

Percent All Minorities of Total Headcount Enrollment

Commission assessment: Wor-Wic's benchmark is 26 percent. However, the percentage which all minority students have comprised of its total headcount enrollment has ranged between 20 percent and 23 percent during the past four years.

Campus response: Minority enrollment increased to 24.5 percent in fall 1999 and is 1.5 percent from the benchmark. In fall 1999, Wor-Wic experienced its largest percentage of minorities in its history.

Continued Monitoring Required; Explanation Optional

Percent African American of Full-Time Faculty

Commission assessment: Wor-Wic's benchmark is 7.5 percent. But the percentage which African Americans represent of the college's full-time faculty has been 2.6 percent for the past three years.

Campus response: The percentage of full-time faculty who are African-American increased in fall 1999 to 7.1 percent, less than one-half percent from the benchmark.

Percent African American of Full-Time Executive/Managerial

Commission assessment: Wor-Wic's benchmark is 12.5 percent. But none of its full-time executive/managerial staff during the past four years have been African Americans.

Campus response: The lack of progress for this indicator can be attributed to two factors: the small number of employees that are involved and low turnover. There are only eight positions at Wor-Wic classified as executive/managerial. The appointment of one African-American to one of these positions would meet the benchmark. The low turnover rate is reflected by the fact that the eight employees currently in these positions have been employed at the College for an average of almost 17 years, ranging from a low of four years to a high of 25 years. To increase the pool of minority applicants, the college mails all administrative job notices to minority individuals in the community, and faculty and administrative openings are routinely advertised in regional and national publications to increase the number of qualified applicants.

TARGETED INDICATORS AND CAMPUS RESPONSE

PUBLIC FOUR-YEAR COLLEGES AND UNIVERSITIES

BOWIE STATE UNIVERSITY

Explanation Required

Graduation Rate of Community College Transfers

Commission assessment: Bowie's benchmark is 60 percent. But the percentage of its community college transfer students who have earned a baccalaureate within four years has been 50 percent or below during the past four cohorts.

Campus response: On average, about 41 percent of the community college transfer students entering Bowie State University qualify as freshmen and sophomores, thereby impacting the four-year graduation rate. It increases the possibility of students in the cohort not completing their studies at the University in four years. These students entered with fewer credits and, therefore, will more than likely take longer to graduate.

Percent of Lower Division Credit Hours Generated by Core Faculty

Commission assessment: Bowie's benchmark is 65 percent. But the percent of its lower division credit hours generated by core faculty plummeted from 66 percent in 1996-97 to 45 percent in 1997-98.

Campus response: The University's core faculty is not sufficient for both on-campus and off-campus lower division credit hour generation; that is, the University is still relying on adjunct faculty for instruction at most of its off-campus instructional sites. Additionally, departments hire full-time contractual faculty primarily to deploy core faculty to upper division courses and graduate programs.

Percent of Tenure/Tenure Track Faculty Teaching Standard Load

Commission assessment: Bowie's benchmark is 80 percent. But the percent of its tenure/tenure track faculty teaching at least the standard load has steadily fallen from 86 percent to 55 percent during the past four years.

Campus response: Review of the faculty instructional workload for Bowie by the University System of Maryland resulted in an adjustment in the percent of tenured and tenure track faculty teaching standard load or more. The percent of tenured and tenure track faculty teaching on load in AY 1998 was 71 percent not 55 percent. For AY 1999, the percent increased to 74 percent, showing that the University has begun moving closer to its benchmark.

Dollars in Private Giving

Commission assessment: Bowie's benchmark is $1.5 million. After rising for three consecutive years from approximately $350,000 to $1.2 million, the amount in private giving at Bowie fell sharply to slightly more than $500,000 in FY 1998.

Campus response: The absence of permanent leadership for the University's Office of Institutional Advancement has led to instability in the fundraising efforts of the University. With a new Vice President for Institutional Advancement and the development of a fundraising plan, the University expects the trend in private giving and the value of the endowment to improve significantly over the next five years.

Dollars of Endowment Value

Commission assessment: Bowie's benchmark is $5 million. Although Bowie's endowment has steadily increased from $919,000 to $2.3 million during the past four years, the university remains far short of its goal.

Campus response: Same as above.

Continued Monitoring Required; Explanation Optional

Percent of Women Full-Time Tenure/Tenure Track Faculty

Commission assessment: Bowie's benchmark is 50 percent. But women have not constituted more than 40 percent of the full-time tenure/tenure track faculty at Bowie during the past four years.

Campus response: Faculty positions at the University are currently under review, which could possibly produce changes in the gender composition of the tenured and tenure track faculty.

COPPIN STATE COLLEGE

Explanation Required

Percent of Tenure/Tenure Track Faculty Teaching Standard Load

Commission assessment: Coppin's benchmark is 89 percent. But the percentage of its tenure/tenure track faculty teaching at least the standard load fell sharply from 90 percent to 71 percent in the past year.

Campus response: The percent of tenured and tenure track faculty teaching at least the standard load for 1998-1999 was 88 percent. Coppin also corrected its figures for the previous year, citing more accurate data gathering and reporting by department chairs. Additionally, the use of end of semester data rather than census data, more accurately reflects the teaching load. Continuation of the use of end-of-semester data should enable the College to reach its benchmark by 2001.

Continued Monitoring Required; Explanation Optional

Six-Year Graduation Rate

Commission assessment: Coppin's benchmark is 35 percent. However, Coppin's six-year graduation rate for new full-time, degree-seeking students was only 21 percent in the most recent cohort and has not exceeded 27 percent in the past four cohorts.

Campus response: New initiatives were recently implemented and will require more time to affect a continuous graduation rate improvement. New initiatives resulting from the Access and Success MHEC grant have enabled the College to focus on specific program activities in academic affairs and student life. Additional staffing for the Academic Resource Center, Life Sciences program, and other academic areas, which offer courses that meet general education requirements, are included. Student Life has been able to strengthen the freshman advisement process with additional staffing and to implement an automated attendance-monitoring program. As part of the campus-wide retention effort, Student Life has developed a data retrieval system designed to capture and track information on students, specific to the retention and graduation needs of Coppin. Coppin will continue to increase its graduation and retention goals as a demonstration of its commitment to student and institutional outcomes. Additionally, the rates being reported continue to include students from the former prison inmate population which, by legislation, ended and stopped students in their persistence towards their degrees. The current cohort data include 84 students from the inmate program. Without the inclusion of their numbers, Coppin's graduation rate would have been 22.3 percent.

Graduation Rate of Community College Transfers

Commission assessment: Coppin's benchmark is 39 percent. But the four-year graduation rate of community college transfer students has not exceeded 28 percent in the past four cohorts.

Campus response: Further study has indicated that the majority of transfer students are coming to Coppin with fewer completed credit hours. Most enter with a classification of freshmen. The graduation rate for the 1995 cohort of transfer students is 35.7 percent. The benchmark seems achievable.

Six-Year Graduation Rate of African-American Students

Commission assessment: Coppin's benchmark is 35 percent. However, Coppin's six-year graduation rate for African American students was only 22 percent in the most recent cohort and has not exceeded 28 percent in the past four cohorts.

Campus response: Since over 90 percent of Coppin's student body is comprised of African Americans and other minorities, the rate of graduation primarily affects these racial groups. New initiatives implemented to increase graduation and retention rates at the College, as described above, are projected to yield measurable results after 2001.

Six-Year Graduation Rate of All Minority Students

Commission assessment: Coppin's benchmark is 35 percent. However, Coppin's six-year graduation rate for all minority students was only 22 percent in the most recent cohort and has not exceeded 28 percent in the past four cohorts.

Campus response: Same as above.

FROSTBURG STATE UNIVERSITY

Explanation Required

Percent All Minorities of Total Graduate/Professional Enrollment

Commission assessment: Frostburg's benchmark is 7 percent. But the percentage which minority students constitute of its total graduate enrollment has remained at 5 percent for the past three years.

Campus response: Recruitment efforts included campus visits by the assistant dean of graduate services to USM institutions such as Bowie and to out-of-state institutions such as Temple University. Graduate program coordinators have made links with various institutions to enroll minority students. These concerted efforts have yet to advance our ambitious benchmark. Most of our graduate programs serve a region that consists of 1 to 2.5 percent minority inhabitants. Our current enrollment of minority graduate students exceeded the region population twice the local minority population.

Continued Monitoring Required; Explanation Optional

Percent Women Of Full-Time Tenure/Tenure Track Faculty

Commission assessment: Frostburg's benchmark is 40 percent. However, women have constituted one-third of the full-time tenure/tenure track faculty at Frostburg for the past four years.

Campus response: The Department of Educational Professions added four women in tenure track positions to its faculty component this year.

SALISBURY STATE UNIVERSITY

Explanation Required

Number of Off-Campus Credit Enrollments

Commission assessment: Salisbury's benchmark is 38. However, off-campus credit enrollments at Salisbury in 1998 was only half this number.

Campus response: In response, Salisbury State University has entered into a consortium with the other Eastern Shore college and university presidents to locate a Higher Education Center at Chesapeake College. This center will serve primarily non-traditional students, providing opportunities to take upper level and graduate courses at times and locations that better serve the regional interests. It is anticipated that this effort will revitalize off-campus enrollments, as well as provide innovative educational programming to the community. However, the University is keenly aware of increased regional competition from in-state and out-of-state institutions and must balance regional service against market demand and cost in a broad, sparsely populated, rural region. Although Salisbury is the largest institution serving the Eastern Shore, the largest percentage of institutional students reside on the Western Shore. Thus, although it is anticipated that the Higher Education Center will broaden regional service and thus increase the number of upper division and graduate off-campus credit enrollments, rural demographics and increased competition may minimize its impact. Finally, the University will consider participation in Maryland Online in areas of need and where it has expertise.

Percent African Americans of Full-Time Tenure/Tenure Track Faculty

Commission assessment: Salisbury's benchmark is 6 percent. But the percentage which African-Americans constitute of its full-time tenure/tenure track faculty dropped to 4 percent in 1998 after having been 5 percent for three consecutive years.

Campus response: The University continues to aggressively pursue faculty via national recruitment in minority publications, as well as the typical national recruitment media. As a result, Salisbury was privileged to attract an outstanding minority faculty member into the Henson School of Sciences. Further, the University is committed to enforcing an institutional statement of affirmative action and interviews qualified minority applicants for every open position. Additionally, it is anticipated that the commitment of a new and charismatic president with strong connections to the Hispanic community will increase institutional opportunities to attract and retain African-American and other minority faculty.

Percent African Americans of Full-Time Executive/Managerial

Commission assessment: Salisbury's benchmark is 8 percent. But the percentage which African Americans make up of its full-time executive/managerial staff has remained at 6 percent for the past three years.

Campus response: Utilizing the same initiatives as those used for the recruitment of minority faculty, the percentage of African-Americans in executive and managerial positions increased by 2 percent to the established benchmark in 1999.

Continued Monitoring Required; Explanation Optional

Percent African American of Total Undergraduate Enrollment

Commission assessment: Salisbury's benchmark is 12 percent. However, the proportion of African Americans enrolled as undergraduates at Salisbury has been just 8 percent during the past three years.

Campus response: The addition of UMES students taking SSU courses increases effective African-American enrollment to a 10 percent equivalent. Although the University has yet to achieve its benchmark, it is imperative that Salisbury/UMES dual-degree programs be considered in the effective enrollment even though they are not considered in the actual enrollment. The collaborative arrangements are vital to both Salisbury and UMES, permitting the two institutions to share not only diversity, but also resources and academic programming. This collaboration facilitates the University's goal of achieving diversity benchmarks.

Commission response: These students should be included in Salisbury's enrollment figures only if they are earning credit for the courses at Salisbury or are paying tuition and fees to Salisbury. However, if the students' entire point of record is at UMES, it would not be appropriate to credit these enrollments toward Salisbury's diversity objectives.

Percent of Lower Division Credit Hours Generated by Core Faculty

Commission assessment: Salisbury's benchmark is 67 percent. But the percentage of lower division credit hours generated by core faculty has ranged between 56 percent and 58 percent in the past four years.

Campus response: A focused effort to reverse this trend is occurring via an active policy to convert contingent faculty to tenure/tenure track faculty. The University is channeling a greater portion of its strategic funds into these conversions, which must be accomplished strategically to ensure the best resource allocation.

TOWSON UNIVERSITY

Explanation Required

Percent of Tenure/Tenure Track Faculty Teaching Standard Load

Commission assessment: Towson's benchmark is 90 percent. However, the percentage of tenure/tenure track faculty teaching at least the standard load dropped sharply in the past year from 85 percent to 58 percent.

Campus response: The campus corrected the figure it submitted from 58 percent to 76 percent. This still represented a decrease from the previous year, which the campus attributed to the expansion its new student advising system in which at least 30 percent of the core faculty participated. Because there was no formula available to convert advising to course units, the participating faculty were included as departmental administration exceptions. Beginning this year, with the conversion standards now available for advising, independent studies, and master's projects, as well as the clearer directions for calculation provided by USM, the percentage of core faculty teaching at least expected load will show an increase.

Continued Monitoring Required; Explanation Optional

Six-Year Graduation Rate of All Minorities

Commission assessment: Towson's benchmark is 62 percent. But the six-year graduation rate of new full-time minority students has fallen from 61 percent to 53 percent during the past four cohorts.

Campus response: In the years from fall 1991 through fall 1994, the number of Maryland high school graduates of all races reached their lowest levels and the State's economy underwent a severe downturn. As a result, Towson admitted more students whose credentials, especially high school grade point averages, were below the levels consistent with high probability of success. In spite of the continuation of successful retention approaches and the implementation of new retention programs, the retention rates for freshmen of all races declined. Even so, Towson's six-year graduation rates for minority freshmen continue to be among the highest in the University System of Maryland. Retention rates for the fall of 1995 through 1998 show significant improvement and indicate a return to the high graduation rates of the cohorts entering in the late 1980s. For that reason, we believe that the University will achieve its benchmark.

UNIVERSITY OF BALTIMORE

Explanation Required

Percent of Lower Division Credit Hours Generated by Core Faculty

Commission assessment: University of Baltimore's benchmark is 50 percent. However, the percentage of lower division student credit hours generated by core faculty was only 27 percent in 1997-1998.

Campus response: To put this figure in context, it should be pointed out that UB is primarily an upper-division and graduate/professional institution. In the past two years we have been authorized to admit a limited number of sophomores, but these numbers have been quite small (approximately 50 per year). Lower-division credit hours in total account for less than 3 percent of all credit hours at UB. Even general education at UB is taught at the upper-divisional level. UB is unlikely to invest limited core faculty resources in lower-division instruction as long as it does not admit freshmen and run a full lower-division program.

Continued Monitoring Required; Explanation Optional

Percent African American of Full-Time Executive/Managerial

Commission assessment: University of Baltimore's benchmark is 15 percent. However, the proportion of African Americans in full-time executive/managerial staff positions at the university has fallen from 15 percent to 7 percent during the past four years.

Campus response: Only 25 positions make up this group at UB, so that the loss of a single individual has a substantial impact on the statistics. Measurement of the entire administrative category might give a more balanced picture of employment and advancement trends at UB. UB will be seeking better incentives to those highly sought-after staff members.

UNIVERSITY OF MARYLAND, BALTIMORE

Explanation Required

National Rankings of Schools

Commission assessment: UMB's benchmark for the School of Law is a ranking among the top five in the country. However, the School of Law has ranked only in the top 10 for the past four years.

Campus response: In FY 2000, the School of Law did have three clinical programs ranked fourth, fifth and sixth respectively by *U.S. News & World Report*.

Enrollment Numbers -Undergraduate Headcount

Commission assessment: UMB's benchmark is 1,024. However, its undergraduate headcount enrollment in FY 2000 was just 834.

Campus response: This 10-year projection is based primarily on anticipated enrollment in the undergraduate nursing program and is in line both with Regents' priorities to meet the nursing shortage and the UMB strategic plan. We recognize the challenge before us.

Number of U.S. Patents Awarded

Commission assessment: UMB's benchmark is 20. While the number of patents has increased from four to 10 during the past four years, UMB has achieved only half of its goal.

Campus response: UMB reported that it will exceed the benchmark in FY 2000.

Dollars Awarded to Campus from Corporate Sources

Commission assessment: UMB's benchmark is $40 million. However the amount of money awarded to UMB from corporate sources for each of the past four years has ranged between $25 million and $34 million.

Campus response: UMB corrected its FY 1999 figure to $37 million. The University reported that it will exceed the benchmark in FY 2000.

Number of Different Distance Education Courses Offered

Commission assessment: UMB's benchmark is 140. While the number of different distance education courses offered at UMB has increased during the past three years from 61 to 94, the university remains noticeably below its goal.

Campus response: UMB acknowledged that its benchmark is too ambitious.

UNIVERSITY OF MARYLAND BALTIMORE COUNTY

Explanation Required

Licensure Exam Passing Rate - Actuary Exam

Commission assessment: UMBC's benchmark is 65 percent. However, the passing rate for the actuary exam has fallen steadily during the past three years from 60 percent to 22 percent.

Campus response: Although there is no explanation for the drop in rates, the Actuary exam is taken by a very small number of students: nine, nine and five in the past three years respectively. Also, unlike other licensure exams, which reflect a student's achievement over an entire course of study in a major or certificate program, preparation for the actuarial exam in confined to a single course.

Six-Year Graduation Rate of African American Students

Commission assessment: UMBC's benchmark is 60 percent. However, the six-year graduation rate of full-time, degree-seeking African American students declined from 59 percent to 53 percent in the most recent cohort.

Campus response: The six-year graduation rate of African-Americans and all minority students increased markedly to 60 percent for the 1993 cohort, attaining the benchmark. This rate is equal to that for white students.

Percent of Lower Division Credit Hours Generated by Core Faculty

Commission assessment: UMBC's benchmark is 45 percent. However, the percentage of lower division student credit hours generated by core faculty was just 35 percent in 1997-98 and never above 40 percent in the past four years.

Campus response: The allocation of faculty resources continues to be a challenge. Since 1995, there has been a 3.8 percent increase in the number of tenured and tenure-track faculty (320 to 332). Nevertheless, there are not enough core faculty to meet all of the demands of our undergraduate and graduate programs. In order to meet student course demand, it is still necessary to add sections each semester and to hire part-time and non-tenure track faculty to teach many lower-division courses.

Continued Monitoring Required; Explanation Optional

Number of Books and Refereed Articles Published by Faculty

Commission assessment: UMBC's benchmark is 3.5 books and referred articles per FTE core faculty. But the ratio was 2.5 in 1997-98 and not above 3.0 in the past four years.

Number of Off-Campus Credit Enrollments

Commission assessment: UMBC's benchmark is 200. But the number of off-campus credit enrollments has fluctuated greatly during the past four years, and it was 60 in the most recent year.

Campus response: As noted in previous reports, many of UMBC's off-campus credit offerings represent contracts with organizations rather than full academic programs. The vagaries of companies' training decisions have resulted in extreme variability in off-campus credit enrollments. The latest data show a sharp reversal in these enrollments. Continuing initiatives that will help UMBC to achieve its benchmark include offering programs online, participation in Maryland Online, participation in statewide off-campus initiatives and centers, and aggressive expansion of credit program partnerships with companies.

Percent African American of Graduate/Professional Students

Commission assessment: UMBC's benchmark is 10 percent. But African Americans have made up 7 percent of UMBC's graduate students in the past four years.

Campus response: As a result of several strategies for recruiting minority graduate students, the University's percentage of African-American graduate students rose to the benchmark in 1999.

UNIVERSITY OF MARYLAND, COLLEGE PARK

Explanation Required

Percent of Graduate/Professional Students Who Are Maryland Residents

Commission assessment: UMCP's benchmark is 50 percent. However the percentage of its graduate students who are residents of the State has declined steadily during the past four years from 50 percent to 43 percent.

Campus response: In fall 1999, 47 percent of UMCP's graduate and professional students were Maryland residents. This indicator includes two distinct groups of students whom we serve: students in our doctoral programs and students in our masters and professional programs. Our nationally ranked doctoral programs serve the best and brightest from around the world. The University's professional programs are aimed primarily at serving the economic development needs of the state and thus serve students who are primarily Maryland residents.

Percent of Lower Division Credit Hours Generated by Core Faculty

Commission assessment: UMCP's benchmark is 58 percent. But the percentage of lower division student credit hours generated by core faculty has fluctuated between 48 percent and 51 percent during the past four years.

Campus response: Despite the slight drop in the percentage of lower division student credit hours generated by core faculty, resulting partially from the combination of early retirements and increased course offerings, we continue to focus on moving more of our core faculty into lower division courses. Our programs such as Honors, College

Park Scholars, and interdisciplinary courses that serve all students have already begun to draw on the strengths of many of our most outstanding faculty.

Continued Monitoring Required; Explanation Optional

Percent African American of Graduate/Professional Students

Commission assessment: UMCP's benchmark is 10 percent. But African Americans have constituted between 7 and 8 percent of the graduate students at the university during the past four years.

Campus response: Recruitment efforts for new minority graduate students have intensified and the number of those admitted has increased.

Six-Year Graduation Rate of African Americans

Commission assessment: UMCP's benchmark is 60 percent. But the six-year graduation rate of new full-time African American students has ranged between 45 percent and 48 percent during the past four cohorts.

Campus response: Although UMCP continues to lag behind its goal on this indicator, the graduation rate for African-American students completing 15 credits or more on average per semester is above 90 percent and is similar to other students. Research indicates that many interrelated factors affect a student's success in college, including pre-collegiate preparation, familial educational background, the college environment and financial stress. Financial stress, in particular, forces too many UMCP students either to drop out of school altogether or lower the number of courses they take per semester so that they can work while they attend school. Because of the importance of financial support to student success, we plan to raise an endowment for undergraduate scholarships to provide sufficient financial resources to students to allow them to attend on a full-time basis and complete their programs on time. Over the long-term, we believe we will see the graduation rates improve.

UNIVERSITY OF MARYLAND EASTERN SHORE

Explanation Required

Licensure Exam Passing Rate - NTE Average Core Battery Rate
NTE Average Specialty Rate

Commission assessment: UMES' benchmarks are 85 percent for the core battery rate and 90 percent for the specialty rate. However, the passing rate of UMES students on the core battery rate has been below its goal in three of the past four years and 67 percent in 1998 The passing rate of students on the specialty rate was 45 percent in 1997 and 68 percent in 1998.

Campus response: In 1999, UMES achieved an average rate of 87.5 percent for the NTE Core Battery tests and an average rate of 100 percent for the NTE Specialty tests. These rates exceed the benchmarks. All students will be required to attend computer-based PRAXIS test-taking workshops taught by a faculty member. Concerted, organized improvements in the quality of student and test-taking support will enhance the potential for increased scores, NCATE compliance, and realization of Title II mandates.

Percent Women of Full-Time Executive/Managerial

Commission assessment: UMES' benchmark is 40 percent. However, the percentage which women represent of full-time executive/managerial staff was 31 percent in 1998--the lowest figure in four years.

Campus response: In fall 1999, 39 percent of the full-time executive/managerial employees were women. This is just one percent below the benchmark. The drop in 1998 is best explained by the fact that a change in one or two positions in our small executive/managerial base can create large and misleading fluctuations in the percentage.

Percent African American of Full-Time Tenure/Tenure Track Faculty

Commission assessment: UMES' benchmark is 60 percent. However, the proportion which African Americans make up of full-time tenure/tenure track faculty dropped to 44 percent in 1998--the lowest figure in four years.

Campus response: African-Americans are underrepresented in the sciences, mathematics, computer science, engineering, technology, and business. In these fields, in particular, very few African-Americans receive Ph.D degrees, a requirement to be appointed to a tenure track position in departments that comprise a substantial percentage of our total faculty. With the national emphasis on diversifying faculties, the demand for the limited number of African-American graduates has made it very difficult for UMES to compete with larger institutions offering higher salaries, an opportunity to teach in graduate programs, and available research laboratories and graduate assistants. Additionally, our location in a small rural area offers few employment opportunities for the spouses or "significant others" of potential full-time tenure/tenure track faculty.

Continued Monitoring Required; Explanation Optional

Six-Year Graduation Rate

Commission assessment: UMES' benchmark is 40 percent. However, the six-year graduation rate of new full-time, degree-seeking students was just 29 percent in the most recent cohort and not above 33 percent in the past four cohorts.

Campus response: The graduation rate for the latest cohort was 40.7 percent, which exceeds the benchmark.

Number of Off-Campus Credit Enrollments

Commission assessment: UMES' benchmark is 150. But its off-campus credit enrollments have fallen from 315 to 114 during the past four years.

Campus response: UMES will continue to monitor the number of off-campus enrollments. This number should increase with the addition of three other sites: Shady Grove, Eastern Correctional Institution, and CCBC – Catonsville.

Percent African American of Graduate/Professional Students

Commission assessment: UMES' benchmark is 36 percent. The proportion of graduate students at UMES who are African American has risen from 17 percent to 24 percent in the past four years. But the institution remains considerably below its goal.

Campus response: In fall 1999, 34.8 percent of the graduate students were African-American. This is one percent below the benchmark.

Percent All Minorities of Graduate/Professional Students

Commission assessment: UMES' benchmark is 41 percent. The proportion of minorities among graduate students at UMES has increased from 22 percent to 29 percent in the past four years. However, the university still trails its goal.

Campus response: In fall 1999, 51.7 percent of the graduate students were minorities. This rate exceeds the benchmark.

Six-Year Graduation Rate of African Americans

Commission assessment: UMES' benchmark is 40 percent. However, the six-year graduation rate of African American students was 31 percent in the most recent cohort--the lowest figure in the past four cohorts.

Campus response: The six-year graduation rate of African-Americans in the latest cohort was 41.3 percent. This rate exceeds the benchmark.

Six-Year Graduation Rate of All Minorities

Commission assessment: UMES' benchmark is 40 percent. The six-year graduation rate of all minority students has risen steadily from 23 percent to 31 percent in the past four cohorts, but UMES is still considerably below its goal.

Campus response: The latest cohort rate of 41.5 percent exceeds the benchmark.

Percent of Lower Division Credit Hours Generated by Core Faculty

Commission assessment: UMES' benchmark is 40 percent. However, the percentage of lower division student credit hours generated by core faculty has never been above 33 percent in the past four years.

Dollars in Private Giving

Commission assessment: UMES' benchmark is $1.5 million. However, the amount raised in private giving has varied considerably in recent years, ranging from a high of $2.5 million in FY 1996 to $442,000 in FY 1995. In FY 1998, UMES received $635,600 in private giving.

Campus response: In FY 1999, $1,468,300 was given. This amount is $31,670 below the benchmark.

UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE

Continued Monitoring Required; Explanation Optional

Dollars in Private Giving

Commission assessment: UMUC's benchmark is $3 million. But the amount raised in private giving in FY 1998 was just $797,000, and the largest sum in any of the past four years was slightly more than $1.1 million.

Campus response: The downward trend was reversed in FY 1999 with a change in leadership and new staff in Institutional Advancement. Reaching an annual fundraising revenue total of $3 million at UMUC at 2002 is ambitious but possible. UMUC has a new president who is committed to building the relationships necessary to be successful in fundraising, and it continues to strive to achieve the benchmark.

MORGAN STATE UNIVERSITY

Explanation Required

Dollars of Endowment Value

Commission assessment: Morgan's benchmark is $6 million. While the value of Morgan's endowment has risen steadily during the past four years from $2.45 million to $2.7 million, this figure is still far below the university's goal.

Campus response: Morgan State University's target of $6 million was set in anticipation of securing the necessary funding to rapidly grow its endowment. Regrettably, the necessary capital needed to reach the $6 million mark has not materialized. Morgan was a finalist in the competition for a major Kresge Foundation grant to support the campus' fundraising infrastructure but was not selected. Despite this setback, Morgan's endowment continues to grow. While not yet at the level Morgan desires, the University's endowment value has increased by 75 percent since 1995. Morgan believes that its benchmark is attainable, but the timing in regards to reaching that objective is entirely dependent on the establishment of an appropriate fundraising infrastructure. Unfortunately, competition for the finite resources of the University is fierce, and developing this infrastructure must be balanced by the need to address the many critical short-term goals of the University. Morgan will continue to pursue the resources necessary to build its fundraising capacity.

Continued Monitoring Required; Explanation Optional

Graduation Rate of Community College Transfers

Commission assessment: Morgan's benchmark is 45 percent. But the graduation rate after four years of its community college transfer students has steadily fallen during the past four cohorts from 43 percent to 25 percent.

Commission response: Morgan's community college transfer graduation rate for the latest cohort has made a significant rebound, increasing to 36 percent.

Percent of Full-Time Undergraduates Who Are Maryland Residents

Commission assessment: Morgan's benchmark is 70 percent. But the percentage of its full-time undergraduates who are Maryland residents has not exceeded 60 percent in the past four years.

Commission response: The proportion of Morgan State undergraduate students who are Maryland residents reached 63 percent in 1999 for the first time in recent history. Improvement in the area is attributable to a combination of factors. The first of these: due to a number of programmatic and capital enhancements, the University is becoming progressively more attractive to the Maryland citizenry. At the same time, out-of-state enrollment has remained relatively constant due to very high out-of-state tuition rates and a shortage of on-campus housing.

Percent of Lower Division Credit Hours Generated by Core Faculty

Commission assessment: Morgan's benchmark is 70 percent. But the percentage of lower division student credit hours generated by core faculty has ranged between 53 percent and 62 percent during the past four years.

Campus response: In FY 1999, the percentage of lower division student credit hours generated by Morgan core faculty increased slightly to 61 percent.

Dollars in Private Giving

Commission assessment: Morgan's benchmark is $6 million. But the amount raised in private giving was only $2.5 million in FY 1999 and never above $3.6 million in the past four years.

Campus response: Same as response to "dollars of endowment value."

ONE PAGE PROFILES

ALL PUBLIC COLLEGES AND UNIVERSITIES

ONE-PAGE PROFILES

This section contains one-page profiles for each community college and public four-year institution. These profiles present four years of trend data and benchmarks for key indicators, as well as a brief description of the mission and major characteristics of each campus. These profiles have been added to provide legislators and their staff with a means of grasping quickly the essence of each campus' progress on the most policy significant indicators.

Each profile contains a set of common indicators: 12 for the community colleges, 11 for the research universities, and 9 for comprehensive/liberal arts institutions. Emphasis was given to outcomes and outputs measures. These core indicators were selected by a workgroup consisting of the representatives from the public campuses, the Commission staff, and personnel from the Departments of Legislative Services and Budget and Management. Each campus had the opportunity to add up to three institution-specific indicators. University of Maryland Baltimore and University of Maryland University College were allowed to selected an individualized set of indicators, reflecting the special mission of these institutions. A shell of the profiles was shared with the presidents and other top administrators at Maryland colleges and universities for their suggestions.

These are the common indicators appearing in the profiles. Readers are encouraged to review the operational definition of these indicators in interpreting their meaning. These can be found in Volume 2 of the accountability report.

Community Colleges

1. Student satisfaction with job preparation
2. Student satisfaction with transfer preparation
3. Employer satisfaction with community college graduates
4. Transfer student success: grade point average after first year
5. Licensure exam passing rate - registered nursing
6. Percent African American of all students
7. Percent all minorities of all students
8. Percent of students in county enrolled at community college
9. Second year retention rate of all students
10. Transfer/graduation rate of all students within four years
11. Transfer/graduation rate of African Americans within four years
12. Transfer/graduation rate of all minority students within four years

Public Four-Year Institutions

1. Student satisfaction with job preparation
2. Student satisfaction with preparation for graduate/professional school

3. Six-year graduation rate of all students
4. Six-year graduation rate of African Americans
5. Six-year graduation rate of all minority students
6. Second year retention rate of all students
7. Percent African American of all undergraduates
8. Percent all minorities of all undergraduates
9. Percent tenure/tenure track faculty teaching standard load
10. Externally funded research expenditures (research universities only)
11. Number of books and refereed articles published by faculty (research universities only)

ALLEGANY COLLEGE OF MARYLAND
2000 ACCOUNTABILITY PROFILE

Allegany College is a public two-year college that provides quality comprehensive educational programs, training, and services at reasonable cost. The convenient campus locations offer a comfortable environment that makes considerable use of high-tech equipment and state-of-the-art learning technologies, including distance learning.

Indicator	1992 Follow-up Survey	1994 Follow-up Survey	1996 Follow-up Survey	1998 Follow-up Survey	2000 Benchmark
Student satisfaction with job preparation	100%	100%	96%	97%	100%
Student satisfaction with transfer preparation	97%	98%	92%	98%	98%
Employer satisfaction with CC graduates	100%	98%	100%	100%	100%

Indicator	AY 1995-1996	AY 1996-1997	AY 1997-1998	AY 1998-1999	AY 2000-01 Benchmark
Transfer student success: GPA after first-year	2.7	2.7	2.7	2.8	2.7

Indicator	FY 1996	FY 1997	FY 1998	FY 1999	FY 2001 Benchmark
Licensure exam passing rate - Registered Nursing	95%	97%	96%	96%	98%

Indicator	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2001 Benchmark
Percent African-American of all students	3%	3%	3%	3%	2%
Percent minority of all students	3%	3%	4%	4%	2%
Percent of county population served	57%	51%	52%	49%	60%

Indicator	1995 Cohort	1996 Cohort	1997 Cohort	1998 Cohort	2000 Cohort Benchmark
Second year retention rate	69%	59%	64%	62%	64%

Indicator	1992 Cohort	1993 Cohort	1994 Cohort	1995 Cohort	1997 Cohort Benchmark
Transfer/graduation rate within four years	38%	44%	38%	40%	46%
Transfer/grad rate of African-Americans w/in four yrs	33%	50%	22%	25%	26%
Transfer/grad rate of all minorities w/in four yrs	31%	50%	29%	24%	31%

Campus Specific Indicator	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2001 Benchmark
Percent women full-time executive/managerial	47%	47%	50%	50%	50%

Campus Specific Indicator	FY 1996	FY 1997	FY 1998	FY 1999	FY 2002 BENCHMARK
Dollar endowment value	$2,050,169	$2,453,997	$3,720,296	$4,630,137	$2,877,412

ANNE ARUNDEL COMMUNITY COLLEGE
2000 ACCOUNTABILITY PROFILE

Committed to a 'Students First' philosophy, Anne Arundel Community College offers high quality, comprehensive learning opportunities and a wide array of student and community services responsive to the diverse needs of Anne Arundel County residents. Established in 1961, the college is a fully accredited, public two-year college with a rich tradition of community outreach and service. The college has the largest single campus enrollment among Maryland community colleges, is the second largest community college in the state and enrolls the largest percentage of Anne Arundel county undergraduates.

Indicator	1992 Follow-up Survey	1994 Follow-up Survey	1996 Follow-up Survey	1998 Follow-up Survey	2000 Benchmark
Student satisfaction with job preparation	99%	100%	99%	99%	100%
Student satisfaction with transfer preparation	95%	96%	97%	96%	100%
Employer satisfaction with CC graduates	100%	100%	100%	100%	100%

Indicator	AY 1995-96	AY 1996-1997	AY 1997-1998	AY 1998-1999	AY 2000-01 Benchmark
Transfer student success: GPA after first-year	2.7	2.8	2.7	2.7	2.7

Indicator	FY 1996	FY 1997	FY 1998	FY 1999	FY 2001 Benchmark
Licensure exam passing rate - Nursing	100%	97%	95%	96%	100%

Indicator	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2001 Benchmark
Percent African-American of all students	10%	10%	11%	12%	12%
Percent minority of all students	16%	16%	17%	18%	16%
Percent of county population served	59%	60%	60%	61%	60%

Indicator	1995 Cohort	1996 Cohort	1997 Cohort	1998 Cohort	2000 Cohort Benchmark
Second year retention rate	68%	65%	67%	68%	70%

Indicator	1992 Cohort	1993 Cohort	1994 Cohort	1995 Cohort	1997 Cohort Benchmark
Transfer/graduation rate within four years	38%	33%	38%	38%	44%
Transfer/grad rate of African-Americans w/in four yrs	20%	16%	18%	20%	21%
Transfer/grad rate of all minorities w/in four yrs	27%	23%	21%	28%	25%

BALTIMORE CITY COMMUNITY COLLEGE
2000 ACCOUNTABILITY PROFILE

Baltimore City Community College is a State-supported institution serving 12,000 students annually at the Liberty and Harbor campuses and 88 off-campus sites. BCCC offers 75 associate degree and certificate programs. Non-credit offerings range from literacy to information technology. BCCC serves more Baltimore City residents than any other institution.

Indicator	1992 Follow-up Survey	1994 Follow-up Survey	1996 Follow-up Survey	1998 Follow-up Survey	2000 Benchmark
Student satisfaction with job preparation	98%	99%	97%	100%	100%
Student satisfaction with transfer preparation	97%	92%	93%	90%	100%
Employer satisfaction with CC graduates	100%	100%	NA*	100%	100%

Indicator	AY 1995-96	AY 1996-1997	AY 1997-1998	AY 1998-1999	AY 2000-01 Benchmark
Transfer student success: GPA after first-year	2.5	2.6	2.6	2.6	2.6

Indicator	FY 1996	FY 1997	FY 1998	FY 1999	FY 2001 Benchmark
Licensure exam passing rate - Nursing	91%	78%	96%	98%	100%

Indicator	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2001 Benchmark
Percent African-American of all students	82%	82%	83%	83%	82%
Percent minority of all students	88%	90%	90%	91%	90%
Percent of county population served	29%	30%	30%	31%	30%

Indicator	1995 Cohort	1996 Cohort	1997 Cohort	1998 Cohort	2000 Cohort Benchmark
Second year retention rate	62%	53%	57%	55%	65%

Indicator	1992 Cohort	1993 Cohort	1994 Cohort	1995 Cohort	1997 Cohort Benchmark
Transfer/graduation rate within four years	20%	20%	17%	16%	30%
Transfer/grad rate of African-Americans w/in four yrs	17%	20%	16%	14%	30%
Transfer/grad rate of all minorities w/in four yrs	20%	20%	16%	14%	30%

Campus Specific Indicator	FY 1996	FY 1997	FY 1998	FY 1999	FY 2002 BENCHMARK
BCCC Annual Pell Grant Recipients as percentage of fall headcount	71%	72%	74%	75%	72%

Campus Specific Indicators	AY 1995-96	AY 1996-97	AY 1998-99	AY 1998-99	AY 2000-01 BENCHMARK
Percent recent H.S. college prep graduates requiring remediation in Mathematics	54%	74%	83%	83%	31%
Percent recent H.S. college prep graduates requiring remediation in reading	80%	77%	70%	70%	24%

Note

*NA response rate was too low to be meaningful (total responses=5)

CARROLL COMMUNITY COLLEGE
2000 ACCOUNTABILITY PROFILE

Chiseled above the college's main entrance are the words "Enter to Learn." This invitation captures the spirit and purpose of Carroll Community College. An open-admissions, learner-centered community college, Carroll provides the first two years of the baccalaureate degree; Associate degree and certificate programs in technical fields, specializing in computer/information technologies; and noncredit programs and courses for workforce development, continuing education, and personal and community enrichment.

Indicator	1992 Follow-up Survey	1994 Follow-up Survey	1996 Follow-up Survey	1998 Follow-up Survey	2000 Benchmark
Student satisfaction with job preparation	N/A	100%	93%	95%	90%
Student satisfaction with transfer preparation	N/A	88%	93%	94%	85%
Employer satisfaction with CC graduates	N/A	100%	100%	100%	85%

Indicator	AY 1995-96	AY 1996-1997	AY 1997-1998	AY 1998-1999	AY 2000-01 Benchmark
Transfer student success: GPA after first-year	2.6	2.6	2.6	2.7	2.5

Indicator	FY 1996	FY 1997	FY 1998	FY 1999	FY 2001 Benchmark
Licensure exam passing rate - Nursing	N/A	N/A	N/A	N/A	N/A

Indicator	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2001 Benchmark
Percent African-American of all students	2%	2%	2%	2%	2%
Percent minority of all students	5%	7%	4%	4%	6%
Percent of county population served	45%	45%	46%	45%	50%

Indicator	1995 Cohort	1996 Cohort	1997 Cohort	1998 Cohort	2000 Cohort Benchmark
Second year retention rate	68%	63%	68%	69%	70%

Indicator	1992 Cohort	1993 Cohort	1994 Cohort	1995 Cohort	1997 Cohort Benchmark
Transfer/graduation rate within four years	N/A	26%	41%	35%	35%
Transfer/grad rate of African-Americans w/in four yrs	N/A	N/A	N/A	N/A	35%
Transfer/grad rate of all minorities w/in four yrs	N/A	17%	33%	29%	35%

Note: N/A on four year success rate of African American students due to small sample size (5 or fewer)

CECIL COMMUNITY COLLEGE
2000 ACCOUNTABILITY PROFILE

Cecil Community College is a small, publicly funded, open-access institution which promotes educational, cultural and economic development in rural northeastern Maryland. The College offers high-quality transfer, career credit, and continuing education courses and programs which are designed for college preparation, acquisition and upgrading of employment skills, and personal enrichment.

Indicator	1992 Follow-up Survey	1994 Follow-up Survey	1996 Follow-up Survey	1998 Follow-up Survey	2000 Benchmark
Student satisfaction with job preparation	100%	100%	100%	85%	100%
Student satisfaction with transfer preparation	100%	100%	90%	93%	100%
Employer satisfaction with CC graduates	100%	100%	100%	100%	100%

Indicator	AY 1995-96	AY 1996-1997	AY 1997-1998	AY 1998-1999	AY 2000-01 Benchmark
Transfer student success: GPA after first-year	2.5	2.7	2.6	2.7	2.8

Indicator	FY 1996	FY 1997	FY 1998	FY 1999	FY 2001 Benchmark
Licensure exam passing rate - Nursing	92%	92%	86%	86%	95%

Indicator	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2001 Benchmark
Percent African-American of all students	3%	3%	3%	4%	5%
Percent minority of all students	6%	7%	6%	8%	7%
Percent of county population served	66%	66%	66%	66%	67%

Indicator	1995 Cohort	1996 Cohort	1997 Cohort	1998 Cohort	2000 Cohort Benchmark
Second year retention rate	62%	57%	56%	54%	59%

Indicator	1992 Cohort	1993 Cohort	1994 Cohort	1995 Cohort	1997 Cohort Benchmark
Transfer/graduation rate within four years	23%	25%	23%	32%	30%
Transfer/grad rate of African-Americans w/in four yrs	100%	0%	0%	20%	30%
Transfer/grad rate of all minorities w/in four yrs	20%	17%	17%	14%	30%

CHESAPEAKE COLLEGE
2000 ACCOUNTABILITY PROFILE

Chesapeake College, one of three regional community colleges in the State, serves the learning needs of residents of five counties on the Upper Eastern Shore, an area comprising 20% of the State's land mass. Through its partnership with Caroline, Dorchester, Kent, Queen Anne's and Talbot counties, the College is uniquely situated to serve as a regional center for learning offering associate degree and certificate programs and collaborative initiatives with area health care providers, business and industry.

Indicator	1992 Follow-up Survey	1994 Follow-up Survey	1996 Follow-up Survey	1998 Follow-up Survey	2000 Benchmark
Student satisfaction with job preparation	97%	97%	90%	98%	98%
Student satisfaction with transfer preparation	97%	97%	100%	92%	97%
Employer satisfaction with CC graduates	94%	100%	100%	100%	99%

Indicator	AY 1995-96	AY 1996-1997	AY 1997-1998	AY 1998-1999	AY 2000-01 Benchmark
Transfer student success: GPA after first-year	2.7	2.6	2.9	2.8	2.8

Indicator	FY 1996	FY 1997	FY 1998	FY 1999	FY 2001 Benchmark
Licensure exam passing rate - Nursing	N/A	N/A	N/A	N/A	N/A

Indicator	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2001 Benchmark
Percent African-American of all students	12%	12%	15%	14%	14%
Percent minority of all students	14%	13%	17%	16%	14%
Percent of county population served	57%	54%	57%	57%	60%

Indicator	1995 Cohort	1996 Cohort	1997 Cohort	1998 Cohort	2000 Cohort Benchmark
Second year retention rate	64%	65%	69%	63%	65%

Indicator	1992 Cohort	1993 Cohort	1994 Cohort	1995 Cohort	1997 Cohort Benchmark
Transfer/graduation rate within four years	39%	45%	39%	44%	42%
Transfer/grad rate of African-Americans w/in four yrs	59%	11%	25%	22%	20%
Transfer/grad rate of all minorities w/in four yrs	63%	14%	25%	24%	20%

Campus Specific Indicator	AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
Continuing education (non-credit) registrations	8,275	9,387	11,063	11,649	12,000

Campus Specific Indicator	Fall 1996	AY 1996-97	AY 1996-97	AY 1997-98	FALL 2001 AY 1996-97
Percent women full-time faculty	47%	44%	50%	54%	50%

Campus Specific Indicator	FY 1996	FY 1997	FY 1998	FY 1999	FY 2002 BENCHMARK
Dollars in private giving	$158,061	$175,316	$223,753	$269,703	$175,000

THE COMMUNITY COLLEGE OF BALTIMORE COUNTY
2000 ACCOUNTABILITY PROFILE

The Community College of Baltimore County (CCBC) is a premier, learning-centered public single college, multi-campus institution that anticipates and responds to the educational, training, and employment needs of the community by offering a broad array of general education, transfer, and career programs, student support services, and economic and community development activities.

Indicator	1992 Follow-up Survey	1994 Follow-up Survey	1996 Follow-up Survey	1998 Follow-up Survey	2000 Benchmark
Student satisfaction with job preparation	98%	98%	96%	96%	99%
Student satisfaction with transfer preparation	95%	97%	94%	96%	97%
Employer satisfaction with CC graduates	100%	100%	97%	100%	99%

Indicator	AY 1995-96	AY 1996-1997	AY 1997-1998	AY 1998-1999	AY 2000-01 Benchmark
Transfer student success: GPA after first-year	2.6	2.7	2.6	2.7	2.6

Indicator	FY 1996	FY 1997	FY 1998	FY 1999	FY 2001 Benchmark
Licensure exam passing rate - Nursing	97%	98%	98%	95%	94%

Indicator	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2001 Benchmark
Percent African-American of all students	18%	19%	22%	22%	19%
Percent minority of all students	23%	24%	27%	29%	24%
Percent of county population served	53%	52%	50%	N/A	56%

Indicator	1995 Cohort	1996 Cohort	1997 Cohort	1998 Cohort	2000 Cohort Benchmark
Second year retention rate	66%	61%	65%	66%	67%

Indicator	1992 Cohort	1993 Cohort	1994 Cohort	1995 Cohort	1997 Cohort Benchmark
Transfer/graduation rate within four years	34%	30%	30%	31%	35%
Transfer/grad rate of African-Americans w/in four yrs	19%	15%	18%	17%	24%
Transfer/grad rate of all minorities w/in four yrs	23%	22%	21%	21%	25%

FREDERICK COMMUNITY COLLEGE
2000 ACCOUNTABILITY PROFILE

Frederick Community College prepares about 12,000 students in credit or non-credit courses each year to meet the challenges of a diverse, global society through quality, accessible, innovative, life-long education. The college is a student-centered, community focused college. Frederick offers degrees, certificates, and programs for workforce preparation, transfer, and personal enrichment programs to enhance the quality of life and economic development of our area.

Indicator	1992 Follow-up Survey	1994 Follow-up Survey	1996 Follow-up Survey	1998 Follow-up Survey	2000 Benchmark
Student satisfaction with job preparation	100%	96%	99%	96%	98%
Student satisfaction with transfer preparation	92%	100%	97%	92%	98%
Employer satisfaction with CC graduates	100%	100%	N/A	100%	100%

Indicator	AY 1995-96	AY 1996-1997	AY 1997-1998	AY 1998-1999	AY 2000-01 Benchmark
Transfer student success: GPA after first-year	2.6	2.7	2.7	2.7	2.7

Indicator	FY 1996	FY 1997	FY 1998	FY 1999	FY 2001 Benchmark
Licensure exam passing rate - Registered Nursing	92%	98%	100%	90%	95%

Indicator	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2001 Benchmark
Percent African-American of all students	6%	6%	6%	8%	8%
Percent minority of all students	12%	13%	13%	15%	12%
Percent of county population served	62%	61%	62%	61%	65%

Indicator	1995 Cohort	1996 Cohort	1997 Cohort	1998 Cohort	2000 Cohort Benchmark
Second year retention rate	70%	72%	66%	71%	73%

Indicator	1992 Cohort	1993 Cohort	1994 Cohort	1995 Cohort	1997 Cohort Benchmark
Transfer/graduation rate within four years	40%	41%	43%	40%	45%
Transfer/grad rate of African-Americans w/in four yrs	19%	32%	24%	12%	45%
Transfer/grad rate of all minorities w/in four yrs	22%	28%	30%	30%	45%

Campus Specific Indicators	FY 1996	FY 1997	FY 1998	FY 1999	FY 2001 Benchmark
Licensure exam passing rate - Practical Nursing	95%	93%	100%	100%	95%
Licensure exam passing rate - Respiratory Therapy	85%	92%	100%	85%	95%

GARRETT COMMUNITY COLLEGE
2000 ACCOUNTABILITY PROFILE

Garrett Community College is a small rural campus in the mountains of Western Maryland overlooking Deep Creek Lake and the Wisp Resort area. Students receive personalized instruction in small classes. The college offers two year associate degree transfer and career entry programs, one year certificate programs and continuing education courses.

Indicator	1992 Follow-up Survey	1994 Follow-up Survey	1996 Follow-up Survey	1998 Follow-up Survey	2000 Benchmark
Student satisfaction with job preparation	100%	100%	100%	85%	95%
Student satisfaction with transfer preparation	89%	94%	93%	95%	94%
Employer satisfaction with CC graduates	100%	100%	100%	100%	95%

Indicator	AY 1995-96	AY 1996-1997	AY 1997-1998	AY 1998-1999	AY 2000-01 Benchmark
Transfer student success: GPA after first-year	2.7	2.9	2.9	2.8	2.8

Indicator	FY 1996	FY 1997	FY 1998	FY 1999	FY 2001 Benchmark
Licensure exam passing rate - Nursing	N/A	N/A	N/A	N/A	N/A

Indicator	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2001 Benchmark
Percent African-American of all students	2%	3%	3%	3%	2%
Percent minority of all students	2%	3%	4%	5%	2%
Percent of county population served	57%	54%	53%	54%	58%

Indicator	1995 Cohort	1996 Cohort	1997 Cohort	1998 Cohort	2000 Cohort Benchmark
Second year retention rate	58%	55%	53%	56%	50%

Indicator	1992 Cohort	1993 Cohort	1994 Cohort	1995 Cohort	1997 Cohort Benchmark
Transfer/graduation rate within four years	31%	32%	30%	30%	35%
Transfer/grad rate of African-Americans w/in four yrs	14%	40%	11%	14%	25%
Transfer/grad rate of all minorities w/in four yrs		40%	9%	14%	25%

HAGERSTOWN COMMUNITY COLLEGE
2000 ACCOUNTABILITY PROFILE

Hagerstown Community College is a two-year public community college offering both transfer and career-oriented programs, as well as continuing education courses. The college's scenic 186-acre campus is home to a state-of-the-art Advanced Technology Center and a comprehensive athletic complex. Students benefit from a full range of student services including simplified admissions and registration procedures, job placement and a commitment to disabled students.

Indicator	1992 Follow-up Survey	1994 Follow-up Survey	1996 Follow-up Survey	1998 Follow-up Survey	2000 Benchmark
Student satisfaction with job preparation	95%	100%	95%	95%	100%
Student satisfaction with transfer preparation	95%	91%	96%	97%	95%
Employer satisfaction with CC graduates	100%	100%	95%	100%	100%

Indicator	AY 1995-96	AY 1996-1997	AY 1997-1998	AY 1998-1999	AY 2000-01 Benchmark
Transfer student success: GPA after first-year	2.6	2.8	2.8	2.9	2.8

Indicator	FY 1996	FY 1997	FY 1998	FY 1999	FY 2001 Benchmark
Licensure exam passing rate - Registered Nursing	100%	100%	93%	96%	100%

Indicator	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2001 Benchmark
Percent African-American of all students	6%	7%	7%	7%	8%
Percent minority of all students	11%	10%	11%	11%	13%
Percent of county population served	58%	58%	57%	60%	60%

Indicator	1995 Cohort	1996 Cohort	1997 Cohort	1998 Cohort	2000 Cohort Benchmark
Second year retention rate	58%	72%	63%	64%	65%

Indicator	1992 Cohort	1993 Cohort	1994 Cohort	1995 Cohort	1997 Cohort Benchmark
Transfer/graduation rate within four years	36%	37%	38%	35%	45%
Transfer/grad rate of African-Americans w/in four yrs	21%	20%	18%	28%	22%
Transfer/grad rate of all minorities w/in four yrs	23%	20%	23%	27%	22%

HARFORD COMMUNITY COLLEGE
2000 ACCOUNTABILITY PROFILE

Harford Community College is fully a accredited, open-admission two year community college offering a wide variety of majors and career training. Over 17,000 Harford county residents take credit and noncredit classes each semester. The 211 acre campus includes 15 academic and administrative buildings with facilities including networked computer labs, a radio and TV studio, library, 350 seat theater, and an Apprenticeship and Training Center.

Indicator	1992 Follow-up Survey	1994 Follow-up Survey	1996 Follow-up Survey	1998 Follow-up Survey	2000 Benchmark
Student satisfaction with job preparation	99%	99%	95%	89%	99%
Student satisfaction with transfer preparation	97%	98%	95%	97%	98%
Employer satisfaction with CC graduates	100%	100%	100%	100%	100%

Indicator	AY 1995-96	AY 1996-1997	AY 1997-1998	AY 1998-1999	AY 2000-01 Benchmark
Transfer student success: GPA after first-year	2.7	2.8	2.8	2.8	2.7

Indicator	FY 1996	FY 1997	FY 1998	FY 1999	FY 2001 Benchmark
Licensure exam passing rate - Registered Nursing	97%	97%	92%	86%	90%

Indicator	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2001 Benchmark
Percent African-American of all students	8%	9%	9%	9%	10%
Percent minority of all students	12%	13%	14%	13%	13%
Percent of county population served	55%	54%	56%	56%	60%

Indicator	1995 Cohort	1996 Cohort	1997 Cohort	1998 Cohort	2000 Cohort Benchmark
Second year retention rate	65%	63%	68%	67%	70%

Indicator	1992 Cohort	1993 Cohort	1994 Cohort	1995 Cohort	1997 Cohort Benchmark
Transfer/graduation rate within four years	36%	38%	35%	33%	40%
Transfer/grad rate of African-Americans w/in four yrs	17%	17%	17%	11%	40%
Transfer/grad rate of all minorities w/in four yrs	17%	27%	25%	15%	40%

HOWARD COMMUNITY COLLEGE
2000 ACCOUNTABILITY PROFILE

Howard Community College offers a wide variety of continuing education courses to prepare for certification in career areas and works closely with area businesses and hospitals to provide workforce skills training. The college values its community partnerships and provides a a variety of courses for seniors, community groups, and for the life-long learning of the citizens of the community.

Indicator	1992 Follow-up Survey	1994 Follow-up Survey	1996 Follow-up Survey	1998 Follow-up Survey	2000 Benchmark
Student satisfaction with job preparation	98%	96%	98%	100%	98%
Student satisfaction with transfer preparation	99%	93%	93%	98%	95%
Employer satisfaction with CC graduates	100%	100%	92%	100%	100%

Indicator	AY 1995-96	AY 1996-1997	AY 1997-1998	AY 1998-1999	AY 2000-01 Benchmark
Transfer student success: GPA after first-year	2.49	2.61	2.71	2.68	2.63

Indicator	FY 1996	FY 1997	FY 1998	FY 1999	FY 2001 Benchmark
Licensure exam passing rate - Registered Nursing	97%	93%	89%	93%	97%

Indicator	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2001 Benchmark
Percent African-American of all students	17%	18%	18%	17%	17%
Percent minority of all students	26%	27%	29%	28%	20%
Percent of county population served	43%	44%	44%	44%	44%

Indicator	1995 Cohort	1996 Cohort	1997 Cohort	1998 Cohort	2000 Cohort Benchmark
Second year retention rate	67%	64%	70%	67%	69%

Indicator	1992 Cohort	1993 Cohort	1994 Cohort	1995 Cohort	1997 Cohort Benchmark
Transfer/graduation rate within four years	43%	41%	37%	38%	39%
Transfer/grad rate of African-Americans w/in four yrs	19%	26%	14%	18%	39%
Transfer/grad rate of all minorities w/in four yrs	26%	38%	27%	27%	39%

MONTGOMERY COLLEGE
2000 ACCOUNTABILITY PROFILE

Dedicated to excellence, Montgomery College is the oldest community college in Maryland with three campus locations, offers a comprehensive array of transfer and career programs that are designed to meet the needs of a uniquely diverse student body with a focus on student success and innovative partnerships

Indicator	1992 Follow-up Survey	1994 Follow-up Survey	1996 Follow-up Survey	1998 Follow-up Survey	2000 Benchmark
Student satisfaction with job preparation	99%	100%	97%	96%	99%
Student satisfaction with transfer preparation	97%	98%	95%	96%	98%
Employer satisfaction with CC graduates	100%	99%	98%	100%	99%

Indicator	AY 1995-96	AY 1996-1997	AY 1997-1998	AY 1998-1999	AY 2000-01 Benchmark
Transfer student success: GPA after first-year	2.6	2.7	2.6	2.7	2.7

Indicator	FY 1996	FY 1997	FY 1998	FY 1999	FY 2001 Benchmark
Licensure exam passing rate - Registered Nursing	96%	94%	96%	100%	96%

Indicator	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2001 Benchmark
Percent African-American of all students	24%	26%	27%	27%	28%
Percent minority of all students	50%	52%	55%	54%	53%
Percent of county population served	56%	56%	58%	57%	59%

Indicator	1995 Cohort	1996 Cohort	1997 Cohort	1998 Cohort	2000 Cohort Benchmark
Second year retention rate	68%	68%	65%	66%	68%

Indicator	1992 Cohort	1993 Cohort	1994 Cohort	1995 Cohort	1997 Cohort Benchmark
Transfer/graduation rate within four years	33%	31%	29%	32%	35%
Transfer/grad rate of African-Americans w/in four yrs	16%	22%	23%	23%	22%
Transfer/grad rate of all minorities w/in four yrs	27%	29%	26%	31%	32%

PRINCE GEORGE'S COMMUNITY COLLEGE
2000 ACCOUNTABILITY PROFILE

Prince George's Community College is a comprehensive community college serving 35,000 credit and noncredit students each year. The college provides over 60 credit programs designed to transfer to four-year colleges and universities, or to help students develop immediate job skills. In addition to day and evening courses, the college offers credit and noncredit courses on weekends, at extension centers throughout the county and through a variety of distance learning formats

Indicator	1992 Follow-up Survey	1994 Follow-up Survey	1996 Follow-up Survey	1998 Follow-up Survey	2000 Benchmark
Student satisfaction with job preparation	100%	99%	99%	97%	99%
Student satisfaction with transfer preparation	98%	97%	96%	97%	97%
Employer satisfaction with CC graduates	99%	100%	92%	100%	100%

Indicator	AY 1995-96	AY 1996-1997	AY 1997-1998	AY 1998-1999	AY 2000-01 Benchmark
Transfer student success: GPA after first-year	2.7	2.7	2.7	2.7	2.5

Indicator	FY 1996	FY 1997	FY 1998	FY 1999	FY 2001 Benchmark
Licensure exam passing rate - Nursing	85%	89%	80%	82%	90%

Indicator	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2001 Benchmark
Percent African-American of all students	65%	69%	71%	73%	75%
Percent minority of all students	75%	77%	80%	83%	85%
Percent of county population served	43%	43%	47%	43%	45%

Indicator	1995 Cohort	1996 Cohort	1997 Cohort	1998 Cohort	2000 Cohort Benchmark
Second year retention rate	59%	66%	66%	60%	65%

Indicator	1992 Cohort	1993 Cohort	1994 Cohort	1995 Cohort	1997 Cohort Benchmark
Transfer/graduation rate within four years	22%	20%	24%	22%	32%
Transfer/grad rate of African-Americans w/in four yrs	15%	13%	16%	15%	20%
Transfer/grad rate of all minorities w/in four yrs	17%	14%	19%	17%	20%

COLLEGE OF SOUTHERN MARYLAND
2000 ACCOUNTABILITY PROFILE

The College of Southern Maryland serves students intending to transfer to four-year colleges and those seeking immediate career entry Students also attend CCCC to upgrade job skills or for personal enrichment. The college operates two campuses in Charles County (La Plata, and Waldorf), and branch campuses in St. Mary's and Calvert counties. Twenty associates degree programs and over 15 certificate programs are offered.

Indicator	1992 Follow-up Survey	1994 Follow-up Survey	1996 Follow-up Survey	1998 Follow-up Survey	2000 Benchmark
Student satisfaction with job preparation	99%	98%	95%	94%	98%
Student satisfaction with transfer preparation	95%	94%	94%	94%	98%
Employer satisfaction with CC graduates	99%	98%	++	100%	98%

Indicator	AY 1995-96	AY 1996-1997	AY 1997-1998	AY 1998-1999	AY 2000-01 Benchmark
Transfer student success: GPA after first-year	2.8	2.8	2.7	2.8	2.6

Indicator	FY 1996	FY 1997	FY 1998	FY 1999	FY 2001 Benchmark
Licensure exam passing rate - Nursing	84%	88%	86%	92%	85%

Indicator	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2001 Benchmark
Percent African-American of all students	11%	11%	12%	15%	18%
Percent minority of all students	17%	18%	17%	20%	18%
Percent of county population served	60%	59%	61%	++	65%

Indicator	1995 Cohort	1996 Cohort	1997 Cohort	1998 Cohort	2000 Cohort Benchmark
Second year retention rate	76%	68%	72%	68%	70%

Indicator	1992 Cohort	1993 Cohort	1994 Cohort	1995 Cohort	1997 Cohort Benchmark
Transfer/graduation rate within four years	42%	46%	38%	48%	50%
Transfer/grad rate of African-Americans w/in four yrs	8%	33%	34%	36%	50%
Transfer/grad rate of all minorities w/in four yrs	19%	39%	42%	34%	50%

Campus Specific Indicator	FY 1998	FY 1999	FY 2000	FY 2001	FY 2003 BENCHMARK
Tuition and fees in-county (per credit hour)	$78	$84	$84	$85*	$95

Campus Specific Indicator	AY 1995-96	AY 1996-97	AY 1997-98	AY 1998-99	AY 2000-01 BENCHMARK
Continuing education (non-credit) registrations	11,748	11,716	12,262	12,507	12,500
Second year retention rate of remedial students	73%	70%	74%	67%	70%

WOR-WIC COMMUNITY COLLEGE
2000 ACCOUNTABILITY PROFILE

Wor-wic is a comprehensive community college serving the residents of Worcester, Wicomico and Somerset counties on Maryland's Lower Eastern Shore. The college provides quality postsecondary credit programs leading to an associate degree or certificate of proficiency, as welll as documents of participation for commmunity college and continuing education courses. The college currently 13 credit programs of study.

Indicator	1992 Follow-up Survey	1994 Follow-up Survey	1996 Follow-up Survey	1998 Follow-up Survey	2000 Benchmark
Student satisfaction with job preparation	98%	100%	98%	95%	100%
Student satisfaction with transfer preparation	83%	100%	100%	97%	100%
Employer satisfaction with CC graduates	100%	100%	100%	100%	100%

Indicator	AY 1995-96	AY 1996-1997	AY 1997-1998	AY 1998-1999	AY 2000-01 Benchmark
Transfer student success: GPA after first-year	2.6	2.7	2.7	2.7	2.6

Indicator	FY 1996	FY 1997	FY 1998	FY 1999	FY 2001 Benchmark
Licensure exam passing rate - Registered Nursing	86%	90%	98%	90%	90%

Indicator	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2001 Benchmark
Percent African-American of all students	18%	22%	20%	22%	24%
Percent minority of all students	20%	23%	22%	25%	26%
Percent of county population served	43%	45%	46%	47%	50%

Indicator	1995 Cohort	1996 Cohort	1997 Cohort	1998 Cohort	2000 Cohort Benchmark
Second year retention rate	55%	59%	56%	65%	60%

Indicator	1992 Cohort	1993 Cohort	1994 Cohort	1995 Cohort	1997 Cohort Benchmark
Transfer/graduation rate within four years	34%	46%	36%	36%	50%
Transfer/grad rate of African-Americans w/in four yrs	42%	25%	46%	30%	25%
Transfer/grad rate of all minorities w/in four yrs	44%	25%	42%	31%	25%

Campus Specific Indicators	FY 1996	FY 1997	FY 1998	FY 1999	FY 2001 Benchmark
Licensure exam passing rate - Practical Nursing	100%	100%	100%	100%	95%
Licensure exam passing rate - Radiologic Tech, AART	100%	100%	100%	100%	95%

Campus Specific Indicator	AY 1995-96	AY 1996-1997	AY 1997-1998	AY 1998-1999	AY 2000-01 Benchmark
Lower division student cr. hrs generated by core faculty	53%	61%	58%	60%	55%

BOWIE STATE UNIVERSITY
2000 Accountability Profile

Bowie State University (BSU), an historically black institution established in 1865, is a regional university offering a comprehensive array of baccalaureate programs and selected professionally-oriented master's programs. BSU serves both commuting and residential residents.

Indicator	1993 Follow-Up Survey	1996 Follow-Up Survey	1997 Follow-Up Survey	1998 Follow-Up Survey	1999 Benchmark
Student satisfaction with job preparation	83%	94%	93%	98%	90%
Student satisfaction with grad/prof school prep.	94%	94%	94%	97%	95%

Indicator	1990 Cohort	1991 Cohort	1992 Cohort	1993 Cohort	1995 Benchmark
Six year graduation rate of all students	32%	39%	40%	34%	45%
Six year graduation rate of African Americans	38%	39%	41%	34%	45%
Six year graduation rate of all minorities	34%	39%	40%	34%	45%

Indicator	1995 Cohort	1996 Cohort	1997 Cohort	1998 Cohort	2000 Cohort Benchmark
Second year retention rate	74%	70%	73%	73%	80%

Indicator	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2001 Benchmark
Percent African-American of all undergraduates	83%	84%	85%	86%	80%
Percent minority of all undergraduates	86%	88%	86%	84%	85%

Indicator	AY 1995-1996	AY 1996-1997	AY 1997-1998	AY 1998-1999	AY 2000-01 Benchmark
Percent tenure/tenure track faculty teaching standard load	84%	77%	71%	74%	80%

COPPIN STATE COLLEGE
2000 Accountability Profile

Coppin State College (CSC), an historically black institution, offers selected baccalaureate and master's programs in the liberal arts and sciences, human services, and teacher education. Dedicated to excellence in teaching, Coppin focuses on the needs of inner-city minority and economically disadvantaged students.

Indicator	1993 Follow-Up Survey	1996 Follow-Up Survey	1997 Follow-Up Survey	1998 Follow-Up Survey	1999 Benchmark
Student satisfaction with job preparation	79%	91%	97%	96%	91%
Student satisfaction with grad/prof school prep	76%	94%	95%	96%	96%

Indicator	1990 Cohort	1991 Cohort	1992 Cohort	1993 Cohort	1995 Benchmark
Six year graduation rate of all students	22%	27%	21%	19%	35%
Six year graduation rate of African Americans	23%	28%	22%	20%	35%
Six year graduation rate of all minorities	23%	28%	22%	20%	35%

Indicator	1995 Cohort	1996 Cohort	1997 Cohort	1998 Cohort	2000 Cohort Benchmark
Second year retention rate	70%	74%	76%	76%	75%

Indicator	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2001 Benchmark
Percent African-American of all undergraduates	95%	95%	96%	95%	95%
Percent minority of all undergraduates	98%	96%	98%	98%	97%

Indicator	AY 1995-1996	AY 1996-1997	AY 1997-1998	AY 1998-1999	AY 2000-01 Benchmark
Percent tenure/tenure track faculty teaching standard load	82%	90%	71%	88%	89%

FROSTBURG STATE UNIVERSITY
2000 Accountability Profile

Frostburg State University (FSU) is a largely residential, regional university offering a comprehensive array of baccalaureate and master's programs with special emphasis on education, business, environmental studies, and the creative and performing arts.

Indicator	1991 Follow-up Survey	1993 Follow-up Survey	1996 Follow-up Survey	1997 Follow-up Survey	1999 Benchmark
Student satisfaction with job preparation	78%	85%	97%	94%	83%
Student satisfaction with grad/prof school prep	99%	100%	96%	95%	99%

Indicator	1990 Cohort	1991 Cohort	1992 Cohort	1993 Cohort	1995 Benchmark
Six year graduation rate of all students	63%	60%	63%	57%	64%
Six year graduation rate of African Americans	55%	49%	45%	47%	45%
Six year graduation rate of all minorities	58%	48%	47%	46%	48%

Indicator	1995 Cohort	1996 Cohort	1997 Cohort	1998 Cohort	2000 Cohort Benchmark
Second year retention rate	76%	75%	73%	77%	78%

Indicator	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2001 Benchmark
Percent African-American of all undergraduates	8%	9%	10%	11%	9%
Percent minority of all undergraduates	11%	12%	15%	15%	13%

Indicator	AY 1995-1996	AY 1996-1997	AY 1997-1998	AY 1998-1999	AY 2000-01 Benchmark
Percent tenure/tenure track faculty teaching standard load	84%	81%	81%	78%	92%

SALISBURY STATE UNIVERSITY
2000 Accountability Profile

Salisbury State University (SSU) serves the Eastern Shore of Maryland by providing a traditional liberal arts and sciences curriculum, as well as undergraduate, pre-professional and graduate programs for the region's teachers, administrators, and business leaders.

Indicator	1996 Follow-up Survey	1997 Follow-up Survey	1998 Follow-up Survey	1999 Follow-up Survey	1999 Benchmark
Student satisfaction with job preparation	97%	92%	92%	92%	94%
Student satisfaction with grad/prof school prep	94%	96%	95%	97%	98%

Indicator	1990 Cohort	1991 Cohort	1992 Cohort	1993 Cohort	1995 Benchmark
Six year graduation rate of all students	65%	65%	69%	66%	70%
Six year graduation rate of African Americans	55%	43%	61%	52%	60%
Six year graduation rate of all minorities	50%	55%	60%	53%	60%

Indicator	1995 Cohort	1996 Cohort	1997 Cohort	1998 Cohort	2000 Cohort Benchmark
Second year retention rate	87%	87%	85%	84%	88%

Indicator	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2001 Benchmark
Percent African-American of all undergraduates	8%	8%	8%	8%	12%
Percent minority of all undergraduates	10%	11%	11%	11%	13%

Indicator	AY 1995-1996	AY 1996-1997	AY 1997-1998	AY 1998-1999	AY 2000-01 Benchmark
Percent tenure/tenure track faculty teaching standard load	90%	90%	83%	81%	90%

TOWSON UNIVERSITY
2000 Accountability Profile

Towson University (TU), the largest university in the Baltimore metropolitan region, serves both residential and commuter students. TU provides a broad range of undergraduate programs in both the traditional arts and sciences and in applied professional fields, as well as selected master's-level programs.

Indicator	1991 Follow-up Survey	1993 Follow-up Survey	1996 Follow-up Survey	1997 Follow-up Survey	1999 Benchmark
Student satisfaction with job preparation	92%	93%	92%	94%	90%
Student satisfaction with grad/prof school prep	98%	96%	96%	96%	95%

Indicator	1990 Cohort	1991 Cohort	1992 Cohort	1993 Cohort	1995 Benchmark
Six year graduation rate of all students	65%	61%	63%	62%	66%
Six year graduation rate of African Americans	55%	53%	50%	49%	60%
Six year graduation rate of all minorities	57%	51%	53%	49%	62%

Indicator	1995 Cohort	1996 Cohort	1997 Cohort	1998 Cohort	2000 Cohort Benchmark
Second year retention rate	83%	82%	83%	86%	85%

Indicator	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2001 Benchmark
Percent African-American of all undergraduates	9%	10%	10%	10%	11%
Percent minority of all undergraduates	14%	14%	15%	15%	16%

Indicator	AY 1995-1996	AY 1996-1997	AY 1997-1998	AY 1998-1999	AY 2000-01 Benchmark
Percent tenure/tenure track faculty teaching standard load	88%	85%	58%	76%	90%

UNIVERSITY OF BALTIMORE
2000 Accountability Profile

The University of Baltimore (UB) provides career-oriented education at the upper division bachelor's, master's, and professional levels, offering degree programs in law, business, public administration, and related applications of the liberal arts.

Indicator	1991 Follow-up Survey	1993 Follow-up Survey	1996 Follow-up Survey	1997 Follow-up Survey	1999 Benchmark
Student satisfaction with job preparation	82%	97%	99%	79%	90%
Student satisfaction with grad/prof school prep	85%	100%	100%	96%	90%

Indicator	1990 Cohort	1991 Cohort	1992 Cohort	1993 Cohort	1995 Benchmark
Six year graduation rate of all students	N/A	N/A	N/A	N/A	N/A
Six year graduation rate of African Americans	N/A	N/A	N/A	N/A	N/A
Six year graduation rate of all minorities	N/A	N/A	N/A	N/A	N/A

Indicator	1995 Cohort	1996 Cohort	1997 Cohort	1998 Cohort	2000 Cohort Benchmark
Second year retention rate	N/A	N/A	N/A	N/A	N/A

Indicator	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2001 Benchmark
Percent African-American of all undergraduates	25%	25%	25%	29%	27%
Percent minority of all undergraduates	31%	32%	31%	34%	33%

Indicator	AY 1995-1996	AY 1996-1997	AY 1997-1998	AY 1998-1999	AY 2000-01 Benchmark
Percent tenure/tenure track faculty teaching standard load	65%	80%	82%	81%	90%

UNIVERSITY OF MARYLAND, BALTIMORE
2000 Accountability Profile

The University of Maryland, Baltimore (UMB) comprises six professional schools that provide training in dentistry, law, medicine, nursing, pharmacy, and social work. UMB also offers combined graduate degree programs with other Baltimore-area institutions and serves as the hub of the region's leading collaborative biomedical research center.

Indicator	1993 Follow-Up Survey	1996 Follow-Up Survey	1997 Follow-Up Survey	1999 Follow-up Survey	1999 Benchmark
Student satisfaction with programs	95%	100%	91%	95%	90%

Indicator		1993 Cohort	1994 Cohort	1995 Cohort	1996 Cohort	1999 Benchmark
Graduation Rates						
	School of Dentistry	88%	89%	87%	91%	90%
	School of Law	80%	81%	80%	84%	80%
	School of Medicine	97%	97%	98%	97%	97%
	School of Nursing	88%	93%	92%	90%	90%
	School of Pharmacy	91%	91%	90%	97%	90%
	School of Social Work	99%	99%	*	98%	99%

Indicator		FY 96	FY 97	FY 98	FY 99	2002 Benchmark
Licensure Exam Pass Rate						
	Law	78%	73%	69%	79%	70%
	Medicine (USMLE-1)	91%	95%	93%	92%	98%
	Medicine (USMLE-2)	96%	95%	93%	94%	95%
	Nursing (NCLEX-RN)	84%	89%	81%	93%	89%
	Pharmacy (NAPLEX)	100%	100%	100%	100%	100%
	Social Work (LCSW)	98%	98%	98%	98%	90%
Number of U.S. Patents Awarded		1	11	10	12	20
Dollars in Private Giving		$14.6M	$19.9M	$19.5M	$19.5M	$25.8M

Indicator	AY 1995-1996	AY 1996-1997	AY 1998-1999	AY 1998-1999	AY 2000-01 Benchmark
Number of books and refereed articles published	6	5	5	6	5

Indicator		FY 1998	FY 1999	FY 2000	FY 2001	FY 2002 Benchmark
Annual Tuition and Fees						
	School of Dentistry	$10,251	$10,624	$11,043	$11,416	$11,781
	School of Law	8,394	8,973	9,404	10,908	11,258
	School of Medicine	12,439	12,890	13,530	13,978	14,419
	School of Nursing	4,413	4,598	4,807	5,017	5,190
	School of Pharmacy	6,539	6,970	7,359	7,760	8,016
	School of Social Work	5,173	5,441	5,757	6,080	6,284

UNIVERSITY OF MARYLAND BALTIMORE COUNTY
2000 Accountability Profile

The University of Maryland Baltimore County (UMBC) offers undergraduate, master's, and doctoral programs in the arts and sciences and engineering. Within a strong interdisplinary framework, UMBC programs link the cultures of the sciences, social sciences, visual and performing arts and humanities, and the professions.

Indicator	1991 Follow-Up Survey	1993 Follow-Up Survey	1996 Follow-Up Survey	1997 Follow-Up Survey	1999 Benchmark
Student satisfaction with job preparation	95%	93%	93%	97%	>90%
Student satisfaction with grad/prof school prep	100%	96%	99%	97%	97%

Indicator	1990 Cohort	1991 Cohort	1992 Cohort	1993 Cohort	1995 Benchmark
Six year graduation rate of all students	58%	54%	57%	60%	62%
Six year graduation rate of African Americans	55%	59%	53%	60%	60%
Six year graduation rate of all minorities	57%	52%	57%	60%	60%

Indicator	1995 Cohort	1996 Cohort	1997 Cohort	1998 Cohort	2000 Cohort Benchmark
Second year retention rate	87%	85%	86%	88%	87%

Indicator	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2001 Benchmark
Percent African-American of all undergraduates	16%	16%	16%	16%	18%
Percent minority of all undergraduates	31%	33%	34%	36%	35%

Indicator	AY 1995-1996	AY 1996-1997	AY 1997-1998	AY 1998-1999	AY 2000-01 Benchmark
Percent tenure/tenure track faculty teaching standard load	87%	88%	91%	89%	93%
Externally funded research expenditures	$10,735,108	14,090,724	$11,632,262	$14,686,454	$15,251,082
Number of books and refereed articles published by faculty	3	3	3	3	4

UNIVERSITY OF MARYLAND, COLLEGE PARK
2000 Accountability Profile

The University of Maryland, College Park (UMCP), a comprehensive public research university, is the flagship institution of USM and Maryland's 1862 land grant institution. UMCP offers baccalaureate, master's, and doctoral programs in the liberal arts and sciences, social sciences, the arts, and selected professional fields. UMCP also serves the state's agricultural, industrial, and commercial communities, as well as school systems, governmental agencies, and citizens.

Indicator	1991 Follow-Up Survey	1993 Follow-Up Survey	1996 Follow-Up Survey	1997 Follow-Up Survey	1999 Benchmark
Student satisfaction with job preparation	92%	92%	93%	89%	> 90%
Student satisfaction with grad/prof school prep	94%	95%	97%	94%	> 90%

Indicator	1990 Cohort	1991 Cohort	1992 Cohort	1993 Cohort	1995 Benchmark
Six year graduation rate of all students	62%	63%	64%	63%	70%
Six year graduation rate of African Americans	45%	45%	48%	45%	60%
Six year graduation rate of all minorities	56%	57%	57%	55%	60%

Indicator	1995 Cohort	1996 Cohort	1997 Cohort	1998 Cohort	2000 Cohort Benchmark
Second year retention rate	87%	88%	89%	90%	91%

Indicator	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2001 Benchmark
Percent African-American of all undergraduates	14%	15%	14%	14%	15%
Percent minority of all undergraduates	33%	32%	33%	33%	34%

Indicator	AY 1995-1996	AY 1996-1997	AY 1997-1998	AY 1998-1999	AY 2000-01 Benchmark
Percent tenure/tenure track faculty teaching standard load	85%	83%	88%	88%	85%
Externally funded research expenditures ($millions)	$140	$152	$164	$203	$130
Number of books and refereed articles published by faculty	3	3	4	3	4

UNIVERSITY OF MARYLAND EASTERN SHORE
2000 Accountability Profile

University of Maryland, Eastern Shore, an historically black institution, offers baccalaureate programs in the liberal arts and sciences and in career fields with particular relevance to the Eastern Shore in keeping with its 1890 land-grant mandate, as well as selected programs in master's and doctoral levels.

Indicator	1991 Follow-up Survey	1993 Follow-up Survey	1996 Follow-up Survey	1997 Follow-up Survey	1999 Benchmark
Student satisfaction with job preparation	78%	96%	91%	87%	90%
Student satisfaction with grad/prof school prep	100%	100%	100%	89%	90%

Indicator	1990 Cohort	1991 Cohort	1992 Cohort	1993 Cohort	1995 Benchmark
Six year graduation rate of all students	33%	31%	29%	41%	40%
Six year graduation rate of African Americans	34%	33%	31%	41%	40%
Six year graduation rate of all minorities	24%	28%	31%	42%	40%

Indicator	1995 Cohort	1996 Cohort	1997 Cohort	1998 Cohort	2000 Cohort Benchmark
Second year retention rate	80%	79%	77%	76%	80%

Indicator	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2001 Benchmark
Percent African-American of all undergraduates	76%	76%	78%	79%	76%
Percent minority of all undergraduates	78%	78%	80%	82%	80%

Indicator	AY 1995-1996	AY 1996-1997	AY 1997-1998	AY 1998-1999	AY 2000-01 Benchmark
Percent tenure/tenure track faculty teaching standard load	100%	97%	96%	86%	95%

UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE
2000 Accountability Profile

The University of Maryland University College (UMUC) serves adult, part-time students through both traditional and innovative instruction with undergraduate and graduate degree programs and non-credit professional development programs. UMUC also conducts postsecondary degree and non-degree programs throughout the nation and the world.

Indicator	1991 Follow-up Survey	1993 Follow-up Survey	1996 Follow-up Survey	1997 Follow-up Survey	1999 Benchmark
Student satisfaction with job preparation	96%	97%	97%	97%	97%
Student satisfaction with grad/prof school prep	98%	98%	97%	98%	98%

Indicator	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Benchmark
Percent African-American of all undergraduates	27%	27%	28%	30%	25%
Percent minority of all undergraduates	37%	39%	39%	42%	35%

Indicator	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2002 Benchmark
Number of enrollments in Internet courses	778	1,641	5,068	11,154	8,641

Indicator	FY 1997	FY 1998	FY 1999	FY 2000	FY 2002 BENCHMARK
Number of information technology related degrees	652	731	766	907	1,031
Number of degrees earned by African-American graduates	678	737	711	768	895
$ private giving	$1,403,388	$1,250,002	$1,444,872	$1,373,000	$2,000,000
Tuition revenue for non-Maryland residents	$7,208,684	$7,461,799	$9,676,021	$9,676,021	$16,318,687

Indicator	FY 1998	FY 1999	FY 1999	FY 2000	FY 2003 BENCHMARK
Percent yearly growth in Maryland based headcount	-3%	3%	8%	DNA	10%

Indicator	FALL 1997	FALL 1998	FALL 1999	FALL 2000	Fall 2002 BENCHMARK
Percent Minority of all Maryland residents*	38%	41%	44%	47%	49%

Note

* Includes undergraduate and graduate students

MORGAN STATE UNIVERSITY
2000 Accountability Profile

Morgan State University is a teaching institution serving the Baltimore metropolitan area. MSU offers bachelors, master's, and doctoral degrees and gives emphasis to programs in education, business, engineering, and the sciences. Admissions policies target students who rank at the 60th percentile or higher in their graduating class.

Indicator	1991 Follow-up Survey	1993 Follow-up Survey	1996 Follow-up Survey	1998 Follow-up Survey	1999 Benchmark
Student satisfaction with job preparation	89%	91%	92%	100%	85%
Student satisfaction with grad/prof school prep	91%	95%	96%	100%	95%

Indicator	1990 Cohort	1991 Cohort	1992 Cohort	1993 Cohort	1995 Benchmark
Six year graduation rate of all students	33%	37%	41%	40%	40%
Six year graduation rate of African Americans	34%	37%	41%	41%	40%
Six year graduation rate of all minorities	34%	37%	41%	41%	40%

Indicator	1995 Cohort	1996 Cohort	1997 Cohort	1998 Cohort	2000 Cohort Benchmark
Second year retention rate	76%	74%	76%	73%	80%

Indicator	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2001 Benchmark
Percent African-American of all undergraduates	95%	95%	95%	94%	85%
Percent minority of all undergraduates	96%	96%	96%	95%	86%

Indicator	AY 1995-1996	AY 1996-1997	AY 1997-1998	AY 1998-1999	AY 2000-01 Benchmark
Percent tenure/tenure track faculty teaching standard load	67%	72%	71%	63%	65%

Campus Specific Indicator	FY 1997	FY 1998	FY 1999	FY 2000	FY 2002 Benchmark
Number of Doctoral Degrees Awarded	5	4	5	5	6

ST. MARY'S COLLEGE OF MARYLAND
2000 Accountability Profile

St. Mary's College of Maryland is the state's public honors college serving a statewide constituency. St. Mary's offers bachelors degrees and emphasizes the liberal arts. Admissions policies target students in the top quartile of their graduating class.

Indicator	1991 Follow-up Survey	1993 Follow-up Survey	1996 Follow-up Survey	1997 Follow-up Survey	1999 Benchmark
Student satisfaction with job preparation	88%	76%	84%	96%	85%
Student satisfaction with grad/prof school prep	100%	98%	93%	100%	95%

Indicator	1990 Cohort	1991 Cohort	1992 Cohort	1993 Cohort	1995 Benchmark
Six year graduation rate of all students	81%	81%	77%	77%	80%
Six year graduation rate of African Americans	87%	71%	71%	72%	70%
Six year graduation rate of all minorities	83%	74%	71%	74%	79%

Indicator	1995 Cohort	1996 Cohort	1997 Cohort	1998 Cohort	2000 Cohort Benchmark
Second year retention rate	91%	92%	90%	88%	90%

Indicator	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2001 Benchmark
Percent African-American of all undergraduates	9%	9%	9%	10%	10%
Percent minority of all undergraduates	15%	15%	16%	17%	16%

Indicator	AY 1995-1996	AY 1996-1997	AY 1997-1998	AY 1998-1999	AY 2000-01 Benchmark
Percent tenure/tenure track faculty teaching standard load	71%	66%	71%	80%	65%

Campus Specific Indicator	1991 Follow-up Survey	1993 Follow-up Survey	1996 Follow-up Survey	1997 Follow-up Survey	1999 Benchmark
Graduate/professional sch going rate	100%	98%	93%	100%	30%